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ABSTRACT

The Early Recognition Intervention Network (ERIN) model provides a technology for observing special needs children, ages 2 to 7, and planning and implementing Individual Education Programs for them. The model is designed to work successfully whether the child is in a mainstream or a special setting, has mild or severe disabilities, comes from an urban or rural background, or comes from a less or more advantaged background. The model stresses developmental growth in general coping and cognitive skills and in specific functional learning skills. ERIN is not a specific curriculum but a guide for adapting the learning environment to the observed needs of a range of children. The program includes six key components: (1) screening and child find; (2) observation and evaluation; (3) individual education program development; (4) teaching strategies and techniques; (5) home/school partnership; and (6) a coordinated program to ease transition from one school/program to the next. ERIN has developed demonstration centers to locally support services to young children and families, and provides on-site supervision/consultation for program planning, needs assessment, implementation assistance, and program evaluation. This final report combines text and detailed statistical data to document the program's activities in the areas of site stimulation, evaluation, awareness, dissemination, and product development. An appendix provides sample site documentation for three on-site trainings conducted at Educational Service District 113 in Olympia, Washington. (JDD)

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# ERIN OUTREACH PROGRAM
# H024D90010
# PROGRESS REPORT

10/1/89 TO 1/31/93

EC 302335

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# ERIN OUTREACH PROGRAM

## FINAL REPORT 1989-1993

HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM
U S DEPARTMENT OF EDUCATION
PR/AWARD NUMBER: H024D90010
CFDA: 84.024D

MARIAN L. HAINSWORTH
PROJECT DIRECTOR

ERIN: EARLY RECOGNITION INTERVENTION NETWORK
376 BRIDGE ST.
DEDHAM, MASS 02026
(617) 329-5529

APRIL 30, 1993

# SUMMARY OF THE ERIN OUTREACH PROGRAM

MODEL DESCRIPTION: The Early Recognition Intervention Network (ERIN) Model provides teachers a technology for observing, planning and implementing an Individual Education Program for the 2-7 year old child with special needs. The program works successfully whether the child is in a mainstream or a special setting, has mild or severe disabilities, or comes from an urban-rural or less or more advantaged background. The model stresses developmental growth in general coping and cognitive (participation) skills and specific functional learning skills. ERIN is not a specific curriculum, but a guide for adapting the learning environment to the observed needs of the range of children in that setting. It has been successfully used in a variety of educational settings by teachers with varied levels of formal education.

CHILD CHARACTERISTICS - Disabilities (Target Population): Originally designed as a non-categorical program, the ERIN method has been successfully utilized with 2-7 year old children with all types of disabilities and levels of severity. However, ERIN must be supplemented with special therapy or additional curriculum techniques to effectively deal with the profoundly deaf, blind, emotionally disturbed, or physically handicapped. ERIN is particularly useful for children with substance abuse and children from other cultures.

MODEL COMPONENTS: The ERIN Program includes six key program components:

-Screening/Child Find utilizes the reliable, valid, norm-referenced Preschool Screening System.

-Observation/Evaluation is based on the Developmental Inventory of Learned Skills (DILS) - a comprehensive profile of skills from birth to age 8.

-Individual Education Program - IEP and IFSP component makes the important bridge from assessment to curriculum.

-Teaching Strategies and Techniques utilize the modularized ERIN Curriculum and Enricher materials for Participation, Language, Body awareness and Contorl, and Visual Perceptual Motor skills.

-Home/School Partnership involves the family through providing a range of options for home/school coordination as well as parent program materials coordinated with each unit of the curriculum.

-Coordinated School Program eases the transition from one school/program to the next and allow a geographical region to implement a range of services for all young children with disabilities and their families.

NATIONALLY VALIDATED AND RECERTIFIED: The ERIN Program was validated by the Joint Dissemination and Review Panel (JDRP) in 1978. Data from 56 Mainstream and 9 Special Education Students documented significant gains as a result of the ERIN Program. ERIN was "recertified" by the JDRP in January 1985. Outreach Sit data from 294 children (180 in Mainstream and 114 in Special Education Settings) also showed significant gains; in fact, gains were greater than those in the original validation study. Data from current Outreach sites continues to demonstrate the effectiveness of ERIN training.

ERIN DEMONSTRATION CENTERS AND CONTINUATION: ERIN is very proud of the impact of our Demonstration Centers. Both of the centers locally support the services to young children and families begun with local and OSEP support. Two types of Demonstration Centers were developed: Specialized Program Centers--Concord Area Special Education (CASE) and Mainstream Program Centers--Early Childhood Learning Center (ECLC). Each center serves as an ERIN Extended Outreach site, joining their resources with ERIN's to stimulate services to children in their area. In addition, ERIN developed Regional Demonstration Centers in

Washington, Louisiana, Florida, Michigan and Ohio making demonstration accessible to much of the country.

OUTREACH OBJECTIVES for each year of the three years:

. To stimulate high quality services in 20-25 selected Outreach Sites by using the validated ERIN Model Program to provide new or improved services to children and their families.

..Through consultative assistance, to assist 10-12 states utilize the ERIN Model Program and sites in their states as an integral part of the State Plan.

..To conduct Awareness and Training Activities to increase public awareness, enroll sites and assist state personnel and sites with selected ERIN program components.

..To develop, refine, and disseminate ERIN program and training materials.

OUTREACH ASSISTANCE PLAN: The ERIN Training Program for Adults (for special or regular teachers, coordinators, and parents) provides the equivalent of three to six college credits through week-long Leadership Training Institutes or Regional Workshops. On-site supervision/consultation is provided by ERIN staff and local coordinators for program planning, needs assessment, implementation assistance and program evaluation. The ERIN Outreach approach--a 2-3 year effort in a particular geographical area, working initially with a pilot site, then encouraging nearby sites to join that site as the Extended Outreach nucleus for the area--has proven very effective.

TARGET AGENCIES: ERIN has proven effective in sites ranging from urban school systems serving many handicapped children to rural school systems serving only a few; from public schools to private nursery schools to Title XX funded Day Care and Headstart Programs. ERIN's successful work with this variety of settings clearly indicates ability to work effectively with many agencies in activities related to early education of the handicapped. We are particularly pleased with the excellent response from Headstart, urban and rural school systems, suggesting that the program works well with many underrepresented populations.

THREE YEAR IMPACT:

..The ERIN OUTREACH PROGRAM worked with 134 new outreach sites who screened 6,566 children and served 4,403 children and their families in a variety of settings.

..Through consultative assistance, ERIN worked with 7 states to help sites in their state utilize the ERIN Model Program as an integral part of their state plan.

..ERIN conducted 15 major awareness sessions in 7 states affecting 898 participants. Training activities to promote implementation of the ERIN Program reached 149 administrators, 467 teachers, 133 specialists, and 364 aides in 503 classrooms in 283 schools.

..ERIN refined all basic program materials (the Getting Started and Teaching Series) to respond to PL 102-119 and 99-457. A training package was compiled to train new site and regional trainers. A set of 1000 curriculum activities (Let's Begin Learning) for Birth to two years of age was put into first draft form. Concept and Theme Booklets were refined. Filmstrip and video tape training materials were developed. All materials are available from the ERIN program and were disseminated to over 500 agencies. Awareness materials were sent in response to over 1000 requests.

ERIN OUTREACH PROGRAM PROGRESS REPORT
10/1/89 TO 1/31/93

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INTRODUCTION:

The ERIN OUTREACH PROGRAM is proud to summarize it's activities for last year. We met and exceeded the goals and objectives set in the original proposal. If you refer to Figure A: - Objectives/activities/evaluation of the ERIN Outreach Program included here (p. 57 of the proposal), you will note that 4 major goals and objectives were proposed. These correspond with the Outreach Impact Indicators in those four areas and results are summarized in the following sections:

STIMULATING SITES
AWARENESS AND OTHER TRAINING
PRODUCT DEVELOPMENT AND DISTRIBUTION
STATE AND OTHER INVOLVEMENT

SECTION 1: STIMULATING SITES
During the 3 years, 134 new Outreach sites, in 7 states, jointly screened and/or evaluated 6,566 children and served 4,403 children through new or improved educational services using the ERIN Model. Table 1 summarizes the sites and Table 2 provides a more detailed breakdown of each site including the above information as well as the full name, address, telephone number and contact person; and type of setting. Continuing Demonstration Sites also served over 60 children each year.

A telephone survey of sites from previous Outreach years shows that 85% continue to use the ERIN model in their program. That means that many more children are served by the ERIN model than the "new site" figures in Table 1 and 2 indicate. In fact, our most powerful recruiting technique is "word of mouth" from our sites.

The ERIN Outreach Program is designed and validated for Specialized Preschool and Primary Sites, Mainstream Early Childhood and Primary Sites (K - 2). One of the advantages of the ERIN Program is that it helps school districts or regions develop a range of services for handicapped children that span the preschool and primary years and includes both special and regular education settings. Using the same program model in all these settings allows better communication and hence long range planning for children in the early childhood years. See Appendix for samples of end of year letters and data sheets from these sites.

SITE STIMULATION: All sites implement a majority of the 7 model components-the level of complexity varies with the site. Sites include both Mainstream and Special Settings. Child Progress Data is available from all sites but is variable in quality. For those sites where data was judged adequate for reporting, the average extra developmental gain above maturational expectation varied from 3.1 to 14.5 over 4 to 11 months for 433 children-an average gain of 8.8; a highly significant gain that surpasses our original demonstration site results. We feel this is an affirmation of the quality of our Training and Support Program. (See Table 4).

| | |
|---|---|
| 60 | Children served yearly in Demonstration Sites |
| 134 | New Outreach Sites (See Tables I and 2 for associated information) |
| 7 | States |

| | |
|---|---|
| 6,566 | Children Screened |
| 4,403 | Children and their families served by |
| 149 | Administrators/Coordinators |
| 467 | Teachers |
| 133 | Specialists |
| 364 | Aides |
| 503 | Classrooms (Many teachers conduct double sessions) |
| 283 | Schools |
| over$75,000 | Awarded to support ERIN Related Training. |

AWARENESS AND OTHER TRAINING:

| | |
|---|---|
| 15 | Major Awareness presentations reaching |
| 898 | Participants in |
| 7 | States |
| l000 | Information requests filled |
| 3 | Colleges actively incorporate ERIN into their program |
| 4 | Colleges used ERIN Classrooms for Student Teacher Placement |

PRODUCT DEVELOPMENT AND DISTRIBUTION:

The major effort in Product Development was fourfold. First, 102-119 and 99-457 dicatated a revision of ERIN's basic program materials to assure their compliance with the new initiatives. The Getting Started series was completely revised. Second, LET'S BEGIN LEARNING, our developing materials for Birth to 2 year old populations, was brought to field trial stage. Sensory Motor, Thinking and Communication volumes are complete and in use by selected sites. During this past year, we began work on the Engagement volume which is still in process. Third, the Coordinator guide and a workshop guide was prepared for taking on new ERIN training specialists. Fourth, Filmstrip formats were transferred to videotape for easy access. See Table 7 for a complete desciption of the products and their state of completion.

| | |
|---|---|
| 5000+ | Products sold or distributed (See Table 8) |
| 817 | Curriculum Guides and Materials (l8 products available - See Table 7) |
| 19 | Coordinator Guides and Materials |
| 2,591 | Assessment Products (ll Products available-See Table 7) |
| 200+ | Children known to receive new or improved service via use of selected materials |
| 1500+ | Children screened via use of assessment materials |

STATE AND OTHER INVOLVEMENT:

Since ERIN is a well established, nationally validated model, State and other involvement is primarily correlated with Site Stimulation. Extensive coordination with the Early Childhood, Special Education (619) personnel and the State Facilitator was undertaken in establishing these new adoptions. Because of the strong involvement of the Washington network of Regional Preschool Coordinators, we concentrated effort in Washington state the first two years. The same is true of two regions of Louisiana. Both these states are using ERIN as one of their major Preschool Special Education Curriculum Models. Florida is doing the same and we had continuing activity in this state each year. New Hampshire continues to encourage school systems to use ERIN but has fewer mechanisms to assist them. We began work in Connecticutt,

Ohio and Michigan during this funding period.

METHODOLOGICAL FINDINGS:

As you can see, we more than met our criterion for site stimulation. We worked in fewer states than anticipated because of the overwhelming demand from these states. No unforseen problems occurred and we were able to proceed as planned in the original proposal. We had hoped to complete the Let's Begin Learning Series and have it's field trial completed by the end of this period; however, it was a larger project than anticipated and will take more time to complete to our satisfaction.

FUTURE ACTIVITIES:

We will continue to respond to requests for information and for site stimulations as far as we can depending on future funding decisions. The many program and training materials developed are available for sale from the ERIN office. We will complete the basic Let's Begin Learning series and respond to the results from the informal field trial. If we receive other funding, we will be able to do this in a more elaborate fashion.

ASSURANCES:

This report is being sent to Mary Vest of OSEP and to ERIC/OSEP Special Project as requested. Copies of the Title page and the Executive Summary have been sent to the other agencies as requested in the suggested format for Final Reports.

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Figure 1: Objectives/Activities/Evaluation of the ERIN program

| OBJECTIVES | ACTIVITIES | EVALUATION |
|---|---|---|
| GOAL 1: STIMULATING SITES<br>Objective 1-1: Increase skills of Site teachers and core staff | Leadership Training Institutes for coordinators and core staff.<br>Regional Workshops or on-site training of teachers at stated intervals during year. | Outreach Impact Indicators: Description of training activities.<br>Coordinators fill out Institute Evaluation forms each day of training.<br>Teachers fill out Workshop Evaluation forms each day of training. |
| Objective 1-2: Site personnel apply ERIN model with target children | Teachers apply ERIN modules throughout year with target handicapped children.<br>Curriculum assistance local supervisors and/or ERIN staff make visits to classrooms at specified intervals. | Outreach Impact Indicator: Stimulating Sites.<br>Log of completed ERIN Module Feedback Sheets by teacher by site.<br>Child progress assessment by pre/post analysis of PSS data and other standardized measures utilized by site.<br>Local coordinators log their curriculum assistance activities. |
| Objective 1-3: Increase parent participation in each site. | Site teachers and coordinators use a relevant level of ERIN Parent Involvement during the year. | All support and activity logged on the Log of Parent Services<br>Behavioral Characteristics section of PSS Developmental Questionnaire Pre-Post. |
| Objective 1-4: Increase quality/quantity of services in local sites | ERIN staff assist local coordinators to continue/extend the local training.<br>During ERIN staff visits, meet with local planning team and plan for improvement of program. | Coordinators log dates, numbers and content and time of all local training.<br>ERIN staff and local coordinator describe in Site Narrative. |
| GOAL 2: AWARENESS (AND OTHER TRAINING)<br>Objective 2-1: Help each site become an Extended Outreach force | Pair with each local coordinator to give local awareness conferences.<br>Use of selected local classrooms as demonstration of the ERIN model. | Log of classroom visitors and awareness activities conducted by sites.<br>Outreach Impact Indicators: Awareness, requests for further information, number of visitors, etc.<br>Participants of all awareness conferences logged and evaluation forms distributed as feasible.<br>Log all NDN mailings, awareness conferences as above, plus state contacts.<br>Log all mailing contacts with agency people other than through NDN. |
| Objective 2-2: Wide dissemination of the ERIN model | Continue activities coordinated with National Diffusion Network; send awareness materials nationwide; and provide awareness conferences in sponsoring states.<br>Continue other contacts through OSE, CEC.<br>Respond to requests for information and materials. | |
| GOAL 3: PRODUCT DEVELOPMENT/DISSEMINATION<br>Objective 3-1: Continue development of the ERIN model and accompanying materials | Preparation of Teacher/Coordinator Kits of print/A-V/Child materials for packaging. | Materials of all sorts distributed to sites are logged. |
| GOAL 4: STATE AND OTHER INVOLVEMENT<br>Objective 4-1: Develop effective interaction with appropriate State, Regional agencies | On-going communication with relevant State, Regional and other agencies. | Described in Site Narrative.<br>Outreach Impact Indictors; State involvement/coordination. |

TABLE 1: OVERVIEW OF SITE STIMULATION - ERIN PROGRAM

| STATE | SITE/SCHOOL | GRADES | NUMBER SCH | NUMBER CLS | PERSONNEL ADM | PERSONNEL TCHR | PERSONNEL AIDS | PERSONNEL SPC | CHILDREN SCRN | CHILDREN SRVD | DATE BEGUN | TYPE FUNDS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FL | BREVARD COUNTY SCH DIST | PK-K | 4 | 14 | 1 | 14 | 14 | | 156 | 145 | 03/06/89 | LEA |
| FL | VOLUSIA COUNTY SCH DIST | PK-K | 8 | 9 | 1 | 9 | 9 | | 100 | 96 | 03/24/89 | LEA |
| FL | WAKULLA COUNTY SCHOOLS | PK-K | 1 | 5 | 2 | 6 | 6 | 2 | 62 | 24 | 07/23/90 | LEA + MI |
| LA | BOGALUSA CITY SCHOOL DIST | PK-K | 1 | 1 | 1 | 2 | 2 | | 16 | 16 | 05/08/89 | LEA |
| LA | CALDO PARISH | PK-K | 1 | 2 | 1 | 2 | 2 | 1 | 17 | 17 | 02/08/90 | LEA |
| LA | EAST BATON ROUGE PARISH | PK-K | 11 | 11 | 3 | 11 | 11 | 4 | 91 | 91 | 10/30/89 | LEA |
| LA | EAST BATON ROUGE PARISH | PK-K | 2 | 3 | 1 | 3 | 3 | | 23 | 23 | 05/08/89 | LEA |
| LA | EAST FELICIANA PARISH | PK-K | 1 | 1 | 1 | 1 | 1 | | 10 | 10 | 05/08/89 | LEA |
| LA | FRANKLINTON PRIMARY SCHL. | PK-K | 1 | 2 | 1 | 2 | 2 | 1 | 26 | 26 | 05/08/89 | LEA |
| LA | IBERIA PARISH | PK-K | 2 | 2 | 2 | 2 | 2 | 1 | 25 | 25 | 02/08/90 | LEA |
| LA | IBERIA PARISH | PK-K | 2 | 2 | 2 | 2 | 2 | 1 | 15 | 15 | 05/08/89 | LEA |
| LA | JEFFERSON PARISH | PK-K | 6 | 8 | 2 | 8 | 8 | 2 | 65 | 65 | 02/08/90 | LEA |
| LA | LIVINGSTON PARISH | PK-K | 1 | 1 | 1 | 1 | 1 | | 7 | 7 | 10/30/89 | LEA |
| LA | LIVINGSTON PARISH SCHOOLS | PK-K | 1 | 2 | 1 | 2 | 2 | | 22 | 22 | 05/08/89 | LEA |
| [illegible] | NEW ORLEANS PARISH | PK-K | 6 | 7 | 2 | 7 | 7 | 2 | 59 | 59 | 02/08/90 | LEA |
| [illegible] | PLACQUEMINES PARISH | PK-K | 2 | 2 | 1 | 2 | 2 | 1 | 19 | 19 | 02/08/90 | LEA |
| LA | POINTE COUPEE PARISH | PK-K | 1 | 2 | 1 | 2 | 2 | 1 | 14 | 14 | 10/30/89 | LEA |
| LA | POINTE COUPEE PARISH S.D. | PK-K | 1 | 2 | 1 | 2 | 1 | | 19 | 19 | 05/08/89 | LEA |
| LA | ST BERNARD PARISH | PK-K | 4 | 4 | 2 | 4 | 4 | 2 | 39 | 39 | 02/08/90 | LEA |
| LA | ST HELENA SCHOOL DISTRICT | PK-K | 1 | 2 | 1 | 1 | 1 | 1 | 35 | 35 | 05/08/89 | LEA |
| LA | ST TAMMANY PARISH | PK-K | 1 | 2 | 1 | 2 | 2 | 1 | 18 | 18 | 02/08/90 | LEA |
| LA | TANGIPAHOA PARISH | PK-K | 1 | 3 | 2 | 3 | 2 | | 24 | 24 | 05/08/89 | LEA |
| LA | TANGIPOHOA PARISH | PK-K | 3 | 4 | 2 | 4 | 4 | 2 | 26 | 26 | 10/30/89 | LEA |
| LA | WASHINGTON PARISH | PK-K | 2 | 4 | 1 | 4 | 4 | 1 | 36 | 36 | 10/30/89 | LEA |
| LA | WESLEY RAE RESOURCE CENTR | PK-K | 1 | 2 | 1 | 2 | 2 | | 20 | 20 | 05/08/89 | LEA |
| LA | WEST FELICIANA PARISH | PK-K | 3 | 3 | 2 | 4 | 4 | 1 | 45 | 45 | 10/30/89 | LEA + MI |
| LA | WEST FELICIANA PARISH SD | PK-K | 3 | 5 | 2 | 4 | 4 | 1 | 139 | 66 | 05/08/89 | LEA + MI |
| OH | CANTON CITY SCHOOLDISTRIC | PK-K | 6 | 8 | 2 | 8 | 8 | 6 | 80 | 62 | 10/20/89 | LEA |
| OH | SHIPLEY CENTER PRESCHOOL | PK-K | 1 | 8 | 1 | 4 | 4 | 1 | 40 | 25 | 10/20/89 | LEA |

TABLE 1: OVERVIEW OF SITE STIMULATION - ERIN PROGRAM

continued

| STATE | SITE/SCHOOL | GRADES | NUMBER | | | PERSONNEL | | | CHILDREN | | DATE | TYPE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | SCH | CLS | ADM | TCHR | AIDS | SPC | SCRN | SRVD | BEGUN | FUND |
| WA | BAINBRIDGE SCH DISTRICT | PK-K | 1 | 2 | 1 | 2 | 1 | 1 | 32 | 32 | 08/21/89 | LEA |
| WA | BATTLEGROUND SCHOOL DIST | PK-K | 5 | 6 | 1 | 6 | 6 | | 108 | 37 | 08/16/89 | LEA m |
| WA | CAMAS SCHOOL DISTRICT | PK-K | 1 | 1 | 0 | 1 | 1 | 1 | 20 | 20 | 08/16/89 | LEA |
| WA | CCOS HEADSTART | PK-K | 2 | 2 | 1 | 2 | 1 | 1 | 30 | 7 | 10/04/89 | LEA m |
| WA | CHENEY SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | 1 | | 30 | 15 | 10/04/89 | LEA + m |
| WA | CHEWELAH SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | 1 | 1 | 11 | 11 | 10/04/89 | LEA |
| WA | COLVILLE SCHOOL DISTRICT | PK-K | 1 | 7 | 1 | 7 | 7 | 3 | 75 | 37 | 10/04/89 | LEA + m |
| WA | CUSIK SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | 1 | | 12 | 12 | 10/04/89 | LEA |
| WA | DARRINGTON SCHOOL DIST | PK-K | 2 | 3 | 1 | 2 | 2 | 1 | 39 | 26 | 01/16/90 | LEA + m |
| WA | DEER PARK SCHOOL DIST | PK-K | 2 | 3 | 1 | 3 | 3 | 1 | 51 | 21 | 10/04/89 | LEA |
| WA | EVERGREEN SCHOOL DISTRICT | PK-K | 2 | 4 | 0 | 4 | 4 | 0 | 80 | 80 | 08/16/89 | LEA |
| WA | FEDERAL WAY SCH DISTCT | PK-K | 3 | 6 | 1 | 5 | 1 | 1 | 110 | 67 | 08/21/89 | LEA + m |
| WA | FIFE SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | | | 22 | 22 | 08/21/89 | LEA |
| WA | GRAPEVIEW SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | 1 | | 28 | 6 | 08/21/89 | LEA + m |
| WA | HARRINGTON SCHOOL DIST | PK-K | 1 | 1 | 1 | 1 | 1 | 0 | 7 | 7 | 10/04/89 | LEA |
| WA | HUNTERS SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | 1 | | 11 | 11 | 10/04/89 | LEA |
| WA | KELSO SCHOOL DISTRICT | PK-K | 1 | 1 | | 1 | 1 | | 20 | 20 | 08/16/89 | LEA |
| WA | LA CROSSE SCHOOL DIST | PK-K | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 10/04/89 | LEA |
| WA | LONGVIEW SCHOOL DISTRICT | PK-K | 1 | 1 | 0 | 1 | 1 | 1 | 13 | 13 | 08/16/89 | LEA |
| WA | LYLE SCHOOL DISTRICT | PK-K | 1 | 2 | | 2 | 2 | | 24 | 24 | 08/16/89 | LEA |
| WA | MARY M KNIGHT SCHOOL DIST | PK-K | 1 | 1 | 1 | 1 | 1 | | 9 | 9 | 01/16/90 | LEA |
| WA | MONROE SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | 1 | | 10 | 10 | 01/16/90 | LEA |
| WA | OAK HARBOR SCHOOL DIST | PK-K | 1 | 2 | 1 | 2 | 2 | 3 | 25 | 25 | 01/16/90 | LEA |
| WA | OAKESDALE SCHOOL DIST | PK-K | 2 | 4 | 1 | 2 | 2 | 1 | 50 | 50 | 10/04/89 | LEA |
| WA | OCEAN BEACH SCHOOL DIST | PK-K | 1 | 1 | | 1 | 1 | | 27 | 27 | 08/16/89 | LEA |
| WA | ONION CREEK SCHOOL DIST | PK-K | 1 | 1 | 1 | 1 | 1 | | 7 | 7 | 10/04/89 | LEA |
| WA | PALOUSE SCH DIST 301 | PK-K | 1 | 1 | 1 | 1 | 1 | | 7 | 7 | 10/04/89 | LEA |
| WA | PENINSULA SCHOOL DISTRICT | PK-K | 2 | 8 | 1 | 4 | 4 | 3 | 127 | 127 | 08/21/89 | LEA m |
| WA | POULSBO SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | 1 | | 16 | 16 | 08/21/89 | LEA |
| WA | PUYALLUP SCHOOL DISTRICT | PK-K | 1 | 2 | 1 | 1 | 1 | 1 | 24 | 24 | 08/21/89 | LEA |
| WA | RIDGEFIELD SCHOOL DISTRIT | PK-K | 1 | 2 | | 2 | 2 | 1 | 25 | 25 | 08/16/89 | LEA |
| WA | RIVERVIEW SCHL DISTRICT | PK-K | 2 | 4 | 1 | 3 | 3 | 1 | 70 | 52 | 08/21/89 | LEA + m |
| WA | SNOQUALMIE SCHL DISTRICT | PK-K | 1 | 1 | | 1 | | | 65 | 10 | 08/21/89 | LEA + m |
| WA | SPOKANE SCHOOL DIST 189 | PK-K | 5 | 15 | 2 | 9 | 9 | 4 | 438 | 111 | 10/04/89 | LEA + m |
| WA | SUMMIT VALLEY SCHOOL DIST | PK-K | 1 | 1 | 1 | 1 | 1 | | 9 | 9 | 10/04/89 | LEA |
| WA | VANCOUVER SCHOOL DISTRICT | PK-K | 3 | 6 | 1 | 6 | 6 | | 159 | 37 | 08/16/89 | LEA + m |
| WA | VASHON ISLAND SCH DISTRIC | PK-K | 1 | 1 | 1 | 1 | 1 | 1 | 13 | 13 | 08/21/89 | LEA |
| WA | WOODLAND SCHOOL DISTRICT | PK-K | 1 | 3 | 1 | 2 | 2 | | 60 | 28 | 08/16/89 | LEA + m |

TABLE 1A : OVERVIEW OF SITE STIMULATION - ERIN PROGRAM

| STATE | SITE/SCHOOL | GRADES | NUMBER SCH | NUMBER CLS | ADM | PERSONNEL TCHR | PERSONNEL AIDS | PERSONNEL SPC | CHILDREN SCRN | CHILDREN SRVD | DATE BEGUN | [illegible] |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CT | NEW BRITAIN SCHOOL DIST. | PK-K | 3 | 12 | 2 | 12 | 12 | 2 | 25 | 25 | 06/24/91 | LEA |
| FL | SEMINOLE COUNTY SCH DIST | PK-K | 8 | 10 | 1 | 10 | 10 | 2 | 80 | 80 | 02/07/91 | LEA |
| MI | GRAND RAPIDS SCHOOL DIST | PK-K | 5 | 15 | 3 | 15 | 15 | 3 | 269 | 269 | 08/19/91 | LEA |
| OH | BEREA CITY SCHOOL DISTRIC | PK-K | 1 | 1 | 1 | 1 | 1 | 0 | 8 | 8 | 10/10/90 | PRI |
| OH | CLEVELAND SIGHT CENTER | PK-K | 1 | 1 | 0 | 1 | 1 | 1 | 15 | 15 | 10/10/90 | LEA |
| OH | CUYAHOGA COUNTRY BMR | PK-K | 6 | 14 | 1 | 14 | 14 | 10 | 171 | 171 | 10/10/90 | LEA |
| OH | LAKE COUNTY SCH DISTRICT | PK-K | 1 | 3 | 1 | 3 | 3 | 0 | 72 | 72 | 10/10/90 | LEA |
| OH | MENTAL DEVLEOPMENT CENTER | PK-K | 1 | 2 | 0 | 2 | 0 | | 12 | 12 | 10/10/90 | LEA |
| OH | MT CALVARY LUTHERAN N S. | PK-K | 1 | 1 | 1 | 1 | 1 | 0 | 14 | 5 | 10/10/90 | LEA |
| OH | SHAKER HEIGHTS SCHOOL | PK-K | 1 | 1 | 1 | 1 | 1 | 0 | 6 | 6 | 10/10/90 | LEA |
| WA | ADNA SCHOOL DISTRICT | PK-1 | 1 | 2 | 1 | 2 | 2 | 1 | 20 | 14 | 09/12/90 | LEA |
| WA | BAGLEY PRESCHOOL | PK-K | 1 | 1 | 1 | 1 | 1 | | 27 | 12 | 11/05/90 | LEA |
| WA | BATTLEGROUND SCHOOL DIST | PK-K | 2 | 2 | | 2 | 2 | | 56 | 11 | 11/05/90 | LEA |
| WA | BOISTFORDT SCHOOL DIST | PK-1 | 1 | 2 | 1 | 2 | 2 | 1 | 14 | 7 | 09/12/90 | LEA |
| WA | BRIDGEPORT SCHOOL DISTRIC | PK-K | 1 | 2 | 1 | 1 | 1 | 1 | 10 | 10 | 09/17/90 | LEA |
| WA | CARSON SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | 1 | | 27 | 12 | 11/05/90 | LEA |
| WA | CATHLAMET SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | 1 | | 27 | 12 | 11/05/90 | LEA |
| WA | EASTMONT SCHOOL DISTRICT | PK-K | 1 | 2 | 1 | 2 | 2 | 1 | 67 | 15 | 09/17/90 | LEA |
| WA | KELSO SCHOOL DISTRICT | PK-K | 1 | 1 | | 1 | 1 | | 20 | 20 | 11/05/90 | LEA |
| WA | LONGVIEW SCHOOL DISTRICT | PK-K | 3 | 8 | 1 | 8 | 8 | 2 | 160 | 98 | 11/05/90 | LEA |
| WA | MANSON SCHOOL DISTRICT | PK-K | 2 | 7 | 1 | 5 | 5 | 1 | 101 | 15 | 09/17/90 | LEA |
| WA | MCCLEARY SCHOOL DISTRICT | PK-1 | 1 | 2 | 1 | 1 | 1 | 1 | 26 | 6 | 09/12/90 | LEA |
| WA | ONOLASKA SCHOOL DISTRICT | PK-1 | 1 | 1 | 1 | 1 | 1 | 1 | 25 | 20 | 09/12/90 | LEA |
| WA | ORONDO SCHOOL DISTRICT | PK-K | 1 | 2 | 1 | 2 | 2 | 1 | 35 | 20 | 09/17/90 | LEA |
| WA | PE ELL SCHOOL DISTRICT | PK-1 | 1 | 4 | 1 | 2 | 2 | 1 | 35 | 33 | 09/12/90 | LEA |
| WA | QUINCY/EPHRATA SCH DIST | PK-K | 2 | 5 | 1 | 3 | 3 | 1 | 46 | 19 | 09/17/90 | LEA |
| WA | RIVERSIDE SCHOOL DISTRICT | PK-K | 3 | 8 | 1 | 5 | 5 | 1 | 153 | 35 | 09/17/90 | LEA |
| WA | SHELTON SCHOOL DISTRICT | PK-1 | 3 | 6 | 1 | 3 | 3 | 3 | 162 | 56 | 09/12/90 | LEA |
| WA | SOUTH RIDGE CHILD CARE | PK-K | 1 | 1 | 1 | 1 | 1 | | 27 | 12 | 11/05/90 | PRI |
| WA | STEVENSON SCH DISTRICT | PK-K | 1 | 1 | 1 | 1 | 1 | | 12 | 12 | 11/05/90 | LEA |
| WA | TUMWATER SCHOOL DISTRICT | PK-1 | 1 | 4 | 1 | 4 | 4 | 3 | 35 | 27 | 09/12/90 | LEA |
| WA | VANCOUVER SCHOOL DISTRICT | PK-K | 2 | 2 | 1 | 2 | 2 | | 24 | 24 | 11/05/90 | LEA |
| WA | WASHINGTON SCH FOR DEAF | PK-K | 1 | 1 | 1 | 1 | 1 | | 11 | 11 | 11/05/90 | LEA |
| WA | WASHINGTON SCHOOL - BLIND | PK-K | 1 | 1 | 1 | 1 | 1 | | 11 | 11 | 11/05/90 | LEA |
| WA | WASHOUGAL SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | 1 | | 27 | 12 | 11/05/90 | LEA |
| WA | YACOLT SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | 1 | | 12 | 12 | 11/05/90 | LEA |
| | | | 64 | 129 | 35 | 115 | 113 | 37 | 1842 | 1199 | | |

RECORDS SELECTED 00036

TABLE 1A : OVERVIEW OF SITE STIMULATION - ERIN PROGRAM

| STATE | SITE/SCHOOL | GRADES | NUMBER SCH | CLS | ADM | PERSONNEL TCHR | AIDS | SPC | CHILDREN SCRN | SRVD | DATE BEGUN | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LA | FRANKLIN ELEMENTARY SCH. | PK-K | 1 | 1 | 1 | 1 | 1 | 1 | 9 | 9 | 03/05/91 | LE |
| LA | JEFFERSON PARISH | PK-K | 3 | 3 | 2 | 3 | 3 | 2 | 32 | 32 | 03/05/91 | LE |
| LA | ORLEANS PARISH SCH DIST | PK-K | 6 | 10 | 2 | 10 | 10 | 2 | 83 | 83 | 03/05/91 | LE |
| LA | PLACQUEMINES PARISH | PK-K | 2 | 2 | 1 | 2 | 2 | 1 | 19 | 19 | 03/05/91 | LE |
| LA | ST BERNARD PARISH | PK-K | 4 | 4 | 2 | 4 | 4 | 2 | 39 | 39 | 03/05/91 | LE |
| LA | ST TAMMANY PARISH | PK-K | 1 | 2 | 1 | 2 | 2 | 1 | 18 | 18 | 03/05/91 | LE |
| | | | 17 | 22 | 9 | 22 | 22 | 9 | 200 | 200 | | |

RECORDS SELECTED 00006

| STATE | SITE/SCHOOL | GRADES | NUMBER SCH | CLS | ADM | PERSONNEL TCHR | AIDS | SPC | CHILDREN SCRN | SRVD | DATE BEGUN | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NH | KID'S BLOCK CHILD CARE | PK-K | 1 | 2 | 1 | 2 | 2 | 1 | 38 | 8 | 08/20/90 | PR |
| NH | MANCHESTER HEAD START | PK-K | 1 | 2 | 1 | 1 | 1 | | 20 | 5 | 08/20/90 | FE |
| NH | MANCHESTER SCHOOL SYSTEM | PK-K | 1 | 2 | 1 | 2 | 2 | 1 | 32 | 32 | 08/20/90 | LE |
| NH | MT ST MARY'S PRESCHOOL | PK-K | 1 | 1 | 1 | 1 | 1 | | 15 | 5 | 08/20/90 | PR |
| NH | VISITING NURSE ASSOC'N | PK-K | 3 | 9 | 1 | 9 | 9 | 1 | 151 | 35 | 08/20/90 | TI |
| | | | 7 | 16 | 5 | 15 | 15 | 3 | 256 | 85 | | |

RECORDS SELECTED 00005

TABLE 1A : OVERVIEW OF SITE STIMULATION - ERIN PROGRAM

| STATE | SITE/SCHOOL | GRADES | NUMBER SCH | CLS | ADM | PERSONNEL TCHR | AIDS | SPC | CHILDREN SCRN | SRVD | DA BEGUN |
|---|---|---|---|---|---|---|---|---|---|---|---|
| FL | SEMINOLE COUNTY SCH DIST | PK-K | 3 | 3 | 2 | 3 | 3 | 2 | 30 | 30 | 10/15/92 |
| LA | ORLEANS PARISH SCH DIST | PK-K | 15 | 35 | 5 | 35 | | 5 | 350 | 105 | 10/01/91 |
| MI | GRAND RAPIDS PRE-PRIMARY | PK-K | 14 | 14 | 2 | 14 | 14 | 3 | 157 | 145 | 05/20/92 |
| MI | GRAND RAPIDS PRE-SCHOOL | PK-K | 05 | 27 | 3 | 27 | 27 | 3 | 297 | 297 | 05/20/92 |
| MI | GRAND RAPIDS RIDGEMR CDC | PK-K | 2 | 6 | 2 | 6 | 6 | 1 | 87 | 75 | 05/26/92 |
| NH | GOFFSTOWN SCHOOL DISTRICT | PK-K | 5 | 5 | 2 | 5 | 5 | 5 | 77 | 77 | 11/07/91 |
| NH | MANCHESTER SCHOOL SYSTEM | PK-K | 1 | 2 | 1 | 2 | 2 | 2 | 29 | 29 | 11/07/91 |
| OH | BROADMOOR ELEMENTARY | PK-K | 1 | 4 | 1 | 4 | 1 | 1 | 26 | 16 | 10/01/9 |
| OH | CHAGRIN FALLS SCHOOL DIST | PK-K | 1 | 1 | 1 | 1 | | | 5 | 2 | 10/01/91 |
| OH | CHESTERLAND SCHOOL DIST | PK-K | 2 | 3 | 1 | 3 | 3 | 1 | 16 | 7 | 10/01/91 |
| OH | CONCORD SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | | | 5 | 3 | 10/01/91 |
| OH | EUCLID SCHOOL DISTRICT | PK-K | 1 | 1 | | 1 | | | 5 | 3 | 10/01/91 |
| OH | KIRTLAND SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | | | 5 | 3 | 10/01/91 |
| OH | MADISON SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | | | 5 | 3 | 10/01/91 |
| OH | MENTOR SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | | | 1 | 9 | 6 | 10/01/91 |
| OH | NEWBURY SCHOOL DISTRICT | PK-K | 1 | 1 | | 1 | | | 5 | 3 | 10/01/91 |
| OH | RICHMOND HEIGHTS SCH DIST | PK-K | 1 | 1 | 1 | 1 | | | 5 | 3 | 10/01/91 |
| OH | SALAM SCHOOL DISTRICT | PK-K | 2 | 2 | | 2 | | | 9 | 6 | 10/01/91 |
| OH | WHITEHILL SCHOOL DISTRICT | PK-K | 1 | 1 | 1 | 1 | | | 5 | 3 | 10/01/91 |
| OH | WILLOUGHBY SCHOOL DISTRIC | PK-K | 2 | 4 | 1 | 4 | 1 | 1 | 26 | 16 | 10/01/91 |
| | | | 61 | 114 | 27 | 113 | 62 | 25 | 1153 | 832 | |

RECORDS SELECTED 00020

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FL | BREVARD COUNTY SCH DIST<br>1450 MARTIN BLV<br>MERRITT ISLAND, FL 32952<br>DIEDRE CHARLETTE<br>407-631-1911 | N | 4 | PK-K | 14 | 1 | 14 | 14 | | 156 | 145 | 03/06/89 | LEA |
| FL | VOLUSIA COUNTY SCH DIST<br>729 LOOMIS AVE<br>DELAND, FL 32015<br>CONNIE HOLLAND<br>904-238-1625 | N | 8 | PK-K | 9 | 1 | 9 | 9 | | 100 | 96 | 03/24/89 | LEA |
| FL | WAKULLA COUNTY SCHOOLS<br>ANDREW HARGRETT<br>CRAWFORDVILLE, FL 32327<br>ANNIE RUTH PERRYMAN<br>904-926-8111 | N | 1 | PK-K | 5 | 2 | 6 | 6 | 2 | 62 | 24 | 07/23/90 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON<br>TELEPHONE # | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | PERSONNEL TCHR | PERSONNEL AIDE | PERSONNEL SPEC | #CHILDREN SCRND | #CHILDREN SERVD | DATE BEGUN | TYPES OF FUNDING | AMOUNT OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LA | BOGALUSA CITY SCHOOL DIST<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 1 | PK-K | 1 | 1 | 2 | 2 | | 16 | 16 | 05/08/89 | LEA | |
| LA | CALDO PARISH<br>1100 FLORIDA AV<br>NEW ORLEANS, LA 70119<br>SARINTHA STRICKLAND<br>504-942-8200 | N | 1 | PK-K | 2 | 1 | 2 | 2 | 1 | 17 | 17 | 02/08/90 | LEA | |
| LA | EAST BATON ROUGE PARISH<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 11 | PK-K | 11 | 3 | 11 | 11 | 4 | 91 | 91 | 10/30/89 | LEA | |
| LA | EAST BATON ROUGE PARISH<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 2 | PK-K | 3 | 1 | 3 | 3 | | 23 | 23 | 05/08/89 | LEA | |
| LA | EAST FELICIANA PARISH<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 10 | 10 | 05/08/89 | LEA | |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LA FRANKLINTON PRIMARY SCHL.<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 1 | PK-K | 2 | 1 | 2 | 2 | 1 | 26 | 26 | 05/08/89 | LEA |
| LA IBERIA PARISH<br>1100 FLORIDA AV<br>NEW ORLEANS, LA 70119<br>SARINTHA STRICKLAND<br>504-942-8200 | N | 2 | PK-K | 2 | 2 | 2 | 2 | 1 | 25 | 25 | 02/08/90 | LEA |
| LA IBERIA PARISH<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 2 | PK-K | 2 | 2 | 2 | 2 | 1 | 15 | 15 | 05/08/89 | LEA |
| LA JEFFERSON PARISH<br>1100 FLORIDA AV<br>NEW ORLEANS, LA 70119<br>SARINTHA STRICKLAND<br>504-942-8200 | N | 6 | PK-K | 8 | 2 | 8 | 8 | 2 | 65 | 65 | 02/08/90 | LEA |
| LA LIVINGSTON PARISH<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 7 | 7 | 10/30/89 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | PERSONNEL TCHR | PERSONNEL AIDE | PERSONNEL SPEC | #CHILDREN SCRND | #CHILDREN SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LA | LIVINGSTON PARISH SCHOOLS<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 1 | PK-K | 2 | 1 | 2 | 2 | | 22 | 22 | 05/08/89 | LEA |
| LA | NEW ORLEANS PARISH<br>1100 FLORIDA AV<br>NEW ORLEANS, LA 70119<br>SARINTHA STRICKLAND<br>504-942-8200 | N | 6 | PK-K | 7 | 2 | 7 | 7 | 2 | 59 | 59 | 02/08/90 | LEA |
| LA | PLACQUEMINES PARISH<br>1100 FLORIDA AV<br>NEW ORLEANS, LA 70119<br>SARINTHA STRICKLAND<br>504-942-8200 | N | 2 | PK-K | 2 | 1 | 2 | 2 | 1 | 19 | 19 | 02/08/90 | LEA |
| LA | POINTE COUPEE PARISH<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 1 | PK-K | 2 | 1 | 2 | 2 | 1 | 14 | 14 | 10/30/89 | LEA |
| LA | POINTE COUPEE PARISH S.D.<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 1 | PK-K | 2 | 1 | 2 | 1 | | 19 | 19 | 05/08/89 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LA ST BERNARD PARISH<br>1100 FLORIDA AV<br>NEW ORLEANS, LA 70119<br>SARINTHA STRICKLAND<br>504-942-8200 | N | 4 | PK-K | 4 | 2 | 4 | 4 | 2 | 39 | 39 | 02/08/90 | LEA |
| LA ST HELENA SCHOOL DISTRICT<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 1 | PK-K | 2 | 1 | 1 | 1 | 1 | 35 | 35 | 05/08/89 | LEA |
| LA ST TAMMANY PARISH<br>1100 FLORIDA AV<br>NEW ORLEANS, LA 70119<br>SARINTHA STRICKLAND<br>504-942-8200 | N | 1 | PK-K | 2 | 1 | 2 | 2 | 1 | 18 | 18 | 02/08/90 | LEA |
| LA TANGIPAHOA PARISH<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 1 | PK-K | 3 | 2 | 3 | 2 | | 24 | 24 | 05/08/89 | LEA |
| LA TANGIPOHOA PARISH<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 3 | PK-K | 4 | 2 | 4 | 4 | 2 | 26 | 26 | 10/30/89 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | PERSONNEL TCHR | PERSONNEL AIDE | PERSONNEL SPEC | #CHILDREN SCRND | #CHILDREN SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LA WASHINGTON PARISH<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 2 | PK-K | 4 | 1 | 4 | 4 | 1 | 36 | 36 | 10/30/89 | LEA |
| LA WESLEY RAE RESOURCE CENTR<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 1 | PK-K | 2 | 1 | 2 | 2 | | 20 | 20 | 05/08/89 | LEA |
| LA WEST FELICIANA PARISH<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 3 | PK-K | 3 | 2 | 4 | 4 | 1 | 45 | 45 | 10/30/89 | LEA |
| LA WEST FELICIANA PARISH SD<br>P.O. BOX 72<br>WALKER, LA 70785<br>JUDITH HOLT<br>504-686-7044 | N | 3 | PK-K | 5 | 2 | 4 | 4 | 1 | 139 | 66 | 05/08/89 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT / ADDRESS / CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| OH | CANTON CITY SCHOOLDISTRIC<br>617 MCKINLEY SW<br>CANTON, OHIO 44707<br>JOYCE LEMKE<br>216-438-2549 | MC | 6 | PK-K | 8 | 2 | 8 | 8 | 6 | 80 | 62 | 10/20/89 | |
| OH | SHIPLEY CENTER PRESCHOOL<br>617 MCKINLEY SW<br>CANTON, OHIO 44707<br>JOYCE LEMKE<br>216-438-2549 | MC | 1 | PK-K | 8 | 1 | 4 | 4 | 1 | 40 | 25 | 10/20/89 | |

TABLE 2 : SITE STIMULATION - ERIC OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | PERSONNEL TCHR | PERSONNEL AIDE | PERSONNEL SPEC | #CHILDREN SCRND | #CHILDREN SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WA | SPOKANE SCHOOL DIST 189<br>W 1025 INDIANA<br>SPOKANE, WA 99205<br>LAUREL HAYDON<br>509-456-7086 | N | 5 | PK-K | 15 | 2 | 9 | 9 | 4 | 438 | 111 | 10/04/89 | LEA |
| WA | SUMMIT VALLEY SCHOOL DIST<br>W 1025 INDIANA<br>SPOKANE, WA 99205<br>LAUREL HAYDON<br>509-456-7086 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 9 | 9 | 10/04/89 | LEA |
| WA | VANCOUVER SCHOOL DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 3 | PK-K | 6 | 1 | 6 | 6 | | 159 | 37 | 08/16/89 | LEA |
| WA | VASHON ISLAND SCH DISTRIC<br>12320 80TH AVES<br>SEATTLE, WA 98178<br>SUSAN MATHER<br>206-772-3636 | N | 1 | PK-K | 1 | 1 | 1 | 1 | 1 | 13 | 13 | 08/21/89 | LEA |
| WA | WOODLAND SCHOOL DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 3 | 1 | 2 | 2 | | 60 | 28 | 08/16/89 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WA | PENINSULA SCHOOL DISTRICT<br>12320 80TH AVES<br>SEATTLE, WA 98178<br>SUSAN MATHER<br>206-772-3636 | N | 2 | PK-K | 8 | 1 | 4 | 4 | 3 | 127 | 127 | 08/21/89 | LEA |
| WA | POULSBO SCHOOL DISTRICT<br>12320 80TH AVES<br>SEATTLE, WA 98178<br>SUSAN MATHER<br>206-772-3636 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 16 | 16 | 08/21/89 | LEA |
| WA | PUYALLUP SCHOOL DISTRICT<br>12320 80TH AVES<br>SEATTLE, WA 98178<br>SUSAN MATHER<br>206-772-3636 | N | 1 | PK-K | 2 | 1 | 1 | 1 | 1 | 24 | 24 | 08/21/89 | LEA |
| WA | RIDGEFIELD SCHOOL DISTRIT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 2 | | 2 | 2 | 1 | 25 | 25 | 08/16/89 | LEA |
| WA | RIVERVIEW SCHL DISTRICT<br>12320 80TH AVES<br>SEATTLE, WA 98178<br>SUSAN MATHER<br>206-772-3636 | N | 2 | PK-K | 4 | 1 | 3 | 3 | 1 | 70 | 52 | 08/21/89 | LEA |
| WA | SNOQUALMIE SCHL DISTRICT<br>12320 80TH AVES<br>SEATTLE, WA 98178<br>SUSAN MATHER<br>206-772-3636 | N | 1 | PK-K | 1 | | 1 | | | 65 | 10 | 08/21/89 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WA | MONROE SCHOOL DISTRICT<br>205 STEWART RD<br>MT VERNON, WA 98273<br>KAREN SMALL<br>206-424-9573 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 10 | 10 | 01/16/90 | LEA |
| WA | OAK HARBOR SCHOOL DIST<br>205 STEWART RD<br>MT VERNON, WA 98273<br>KAREN SMALL<br>206-424-9573 | N | 1 | PK-K | 2 | 1 | 2 | 2 | 3 | 25 | 25 | 01/16/90 | LEA |
| WA | OAKESDALE SCHOOL DIST<br>W 1025 INDIANA<br>SPOKANE, WA 99205<br>LAUREL HAYDON<br>509-456-7086 | N | 2 | PK-K | 4 | 1 | 2 | 2 | 1 | 50 | 50 | 10/04/89 | LEA |
| WA | OCEAN BEACH SCHOOL DIST<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 1 | | 1 | 1 | | 27 | 27 | 08/16/89 | LEA |
| WA | ONION CREEK SCHOOL DIST<br>W 1025 INDIANA<br>SPOKANE, WA 99205<br>LAUREL HAYDON<br>509-456-7086 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 7 | 7 | 10/04/89 | LEA |
| WA | PALOUSE SCH DIST 301<br>W 1025 INDIANA<br>SPOKANE, WA 99205<br>LAUREL HAYDON<br>509-456-7086 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 7 | 7 | 10/04/89 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WA | HUNTERS SCHOOL DISTRICT<br>W 1025 INDIANA<br>SPOKANE, WA 99205<br>LAUREL HAYDON<br>509-456-7086 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 11 | 11 | 10/04/89 | LEA |
| WA | KELSO SCHOOL DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 1 | | 1 | 1 | | 20 | 20 | 08/16/89 | LEA |
| WA | LA CROSSE SCHOOL DIST<br>W 1025 INDIANA<br>SPOKANE, WA 99205<br>LAUREL HAYDON<br>509-456-7086 | N | 1 | PK-K | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 10/04/89 | LEA |
| WA | LONGVIEW SCHOOL DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 1 | 0 | 1 | 1 | 1 | 13 | 13 | 08/16/89 | LEA |
| WA | LYLE SCHOOL DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 2 | | 2 | 2 | | 24 | 24 | 08/16/89 | LEA |
| WA | MARY M KNIGHT SCHOOL DIST<br>601 MCPHEE RD<br>OLYMPIA, WA 98584<br>GAIL STRAUSS<br>206-586-2946 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 9 | 9 | 01/16/90 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WA | EVERGREEN SCHOOL DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 2 | PK-K | 4 | 0 | 4 | 4 | 0 | 80 | 80 | 08/16/89 | LEA |
| WA | FEDERAL WAY SCH DISTCT<br>12320 80TH AVES<br>SEATTLE, WA 98178<br>SUSAN MATHER<br>206-772-3636 | N | 3 | PK-K | 6 | 1 | 5 | 1 | 1 | 110 | 67 | 08/21/89 | LEA |
| WA | FIFE SCHOOL DISTRICT<br>12320 80TH AVES<br>SEATTLE, WA 98178<br>SUSAN MATHER<br>206-772-3636 | N | 1 | PK-K | 1 | 1 | 1 | | | 22 | 22 | 08/21/89 | LEA |
| WA | GRAPEVIEW SCHOOL DISTRICT<br>12320 80TH AVES<br>SEATTLE, WA 98178<br>SUSAN MATHER<br>206-772-3636 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 28 | 6 | 08/21/89 | LEA |
| WA | HARRINGTON SCHOOL DIST<br>W 1025 INDIANA<br>SPOKANE, WA 99205<br>LAUREL HAYDON<br>509-456-7086 | N | 1 | PK-K | 1 | 1 | 1 | 1 | 0 | 7 | 7 | 10/04/89 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT / ADDRESS / CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | PERSONNEL TCHR | PERSONNEL AIDE | PERSONNEL SPEC | #CHILDREN SCRND | #CHILDREN SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WA | CHEWELAH SCHOOL DISTRICT<br>W 1025 INDIANA<br>SPOKANE, WA 99205<br>LAUREL HAYDON<br>509-456-7086 | N | 1 | PK-K | 1 | 1 | 1 | 1 | 1 | 11 | 11 | 10/04/89 | LEA |
| WA | COLVILLE SCHOOL DISTRICT<br>W 1025 INDIANA<br>SPOKANE, WA 99205<br>LAUREL HAYDON<br>509-456-7086 | N | 1 | PK-K | 7 | 1 | 7 | 7 | 3 | 75 | 37 | 10/04/89 | LEA |
| WA | CUSIK SCHOOL DISTRICT<br>W 1025 INDIANA<br>SPOKANE, WA 99205<br>LAUREL HAYDON<br>509-456-7086 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 12 | 12 | 10/04/89 | LEA |
| WA | DARRINGTON SCHOOL DIST<br>205 STEWART RD<br>MT VERNON, WA 98273<br>KAREN SMALL<br>206-424-9573 | N | 2 | PK-K | 3 | 1 | 2 | 2 | 1 | 39 | 26 | 01/16/90 | LEA |
| WA | DEER PARK SCHOOL DIST<br>W 1025 INDIANA<br>SPOKANE, WA 99205<br>LAUREL HAYDON<br>509-456-7086 | N | 2 | PK-K | 3 | 1 | 3 | 3 | 1 | 51 | 21 | 10/04/89 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON<br>TELEPHONE # | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | PERSONNEL TCHR | PERSONNEL AIDE | PERSONNEL SPEC | #CHILDREN SCRND | #CHILDREN SERVD | DATE BEGUN | TYPES OF FUNDING | AMOUNT OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WA | BAINBRIDGE SCH DISTRICT<br>12320 80TH AVES<br>SEATTLE, WA 98178<br>SUSAN MATHER<br>206-772-3636 | N | 1 | PK-K | 2 | 1 | 2 | 1 | 1 | 32 | 32 | 08/21/89 | LEA | |
| WA | BATTLEGROUND SCHOOL DIST<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 5 | PK-K | 6 | 1 | 6 | 6 | | 108 | 37 | 08/16/89 | LEA | |
| WA | CAMAS SCHOOL DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 1 | 0 | 1 | 1 | 1 | 20 | 20 | 08/16/89 | LEA | |
| WA | CCOS HEADSTART<br>W 1025 INDIANA<br>SPOKANE, WA 99205<br>LAUREL HAYDON<br>509-456-7086 | N | 2 | PK-K | 2 | 1 | 2 | 1 | 1 | 30 | 7 | 10/04/89 | LEA | |
| WA | CHENEY SCHOOL DISTRICT<br>W 1025 INDIANA<br>SPOKANE, WA 99205<br>LAUREL HAYDON<br>509-456-7086 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 30 | 15 | 10/04/89 | LEA | |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON<br>TELEPHONE # | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING | AMOUNT OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CT | NEW BRITAIN SCHOOL DIST.<br>1 LIBERTY SQUAR<br>NEW BRITAIN, CT 06051<br>ALIDA BEGINNA<br>203-827-2237 | N | 3 | PK-K | 12 | 2 | 12 | 12 | 2 | 25 | 25 | 06/24/91 | LEA | |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FL SEMINOLE COUNTY SCH DIST<br>1096 NORTH ST<br>ALTAMONTE SPGS, FL 32701<br>DONNA ELLIS<br>407-831-4259 | N | 8 | PK-K | 10 | 1 | 10 | 10 | 2 | 80 | 80 | 02/07/91 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MI | GRAND RAPIDS SCHOOL DIST<br>615 TURNER AVE.<br>GRAND RAPIDS, MI 49504<br>KATHY BARKER<br>616-771-3195 | N | 5 | PK-K | 15 | 3 | 15 | 15 | 3 | 269 | 269 | 08/19/91 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON<br>TELEPHONE # | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | PERSONNEL TCHR | PERSONNEL AIDE | PERSONNEL SPEC | #CHILDREN SCRND | #CHILDREN SERVD | DATE BEGUN | TYPES OF FUNDING | AMOUNT OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LA | FRANKLIN ELEMENTARY SCH.<br>1100 FLORIDA AV<br>NEW ORLEANS, LA 70119<br>SARINTHA STRICKLAND<br>504-942-8200 | N | 1 | PK-K | 1 | 1 | 1 | 1 | 1 | 9 | 9 | 03/05/91 | LEA | |
| LA | JEFFERSON PARISH<br>1100 FLORIDA AV<br>NEW ORLEANS, LA 70119<br>SARINTHA STRICKLAND<br>504-942-8200 | N | 3 | PK-K | 3 | 2 | 3 | 3 | 2 | 32 | 32 | 03/05/91 | LEA | |
| LA | ORLEANS PARISH SCH DIST<br>1100 FLORIDA AV<br>NEW ORLEANS, LA 70119<br>SARINTHA STRICKLAND<br>504-942-8200 | N | 6 | PK-K | 10 | 2 | 10 | 10 | 2 | 83 | 83 | 03/05/91 | LEA | |
| LA | PLACQUEMINES PARISH<br>1100 FLORIDA AV<br>NEW ORLEANS, LA 70119<br>SARINTHA STRICKLAND<br>504-942-8200 | N | 2 | PK-K | 2 | 1 | 2 | 2 | 1 | 19 | 19 | 03/05/91 | LEA | |
| LA | ST BERNARD PARISH<br>1100 FLORIDA AV<br>NEW ORLEANS, LA 70119<br>SARINTHA STRICKLAND<br>504-942-8200 | N | 4 | PK-K | 4 | 2 | 4 | 4 | 2 | 39 | 39 | 03/05/91 | LEA | |
| LA | ST TAMMANY PARISH<br>1100 FLORIDA AV<br>NEW ORLEANS, LA 70119<br>SARINTHA STRICKLAND<br>504-942-8200 | N | 1 | PK-K | 2 | 1 | 2 | 2 | 1 | 18 | 18 | 03/05/91 | LEA | |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NH | KID'S BLOCK CHILD CARE<br>49 ASHLAND ST<br>MANCHESTER, NH 01304<br>NANCY EVANS<br>603-624-6325 | N | 1 | PK-K | 2 | 1 | 2 | 2 | 1 | 38 | 8 | 08/20/90 | PRIVATE |
| NH | MANCHESTER HEAD START<br>49 ASHLAND ST<br>MANCHESTER, NH 01304<br>NANCY EVANS<br>603-624-6325 | N | 1 | PK-K | 2 | 1 | 1 | 1 | | 20 | 5 | 08/20/90 | FEDERAL |
| NH | MANCHESTER SCHOOL SYSTEM<br>49 ASHLAND ST<br>MANCHESTER, NH 01304<br>NANCY EVANS<br>603-624-6325 | N | 1 | PK-K | 2 | 1 | 2 | 2 | 1 | 32 | 32 | 08/20/90 | LEA |
| NH | MT ST MARY'S PRESCHOOL<br>49 ASHLAND ST<br>MANCHESTER, NH 01304<br>NANCY EVANS<br>603-624-6325 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 15 | 5 | 08/20/90 | PRIVATE |
| NH | VISITING NURSE ASSOC'N<br>194 CONCORD ST<br>MANCHESTER, NH 01304<br>SHEILA LEMOS<br>603-622-3781 | N | 3 | PK-K | 9 | 1 | 9 | 9 | 1 | 151 | 35 | 08/20/90 | TITLE XX |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| OH | BEREA CITY SCHOOL DISTRIC<br>25315 WOLF RD<br>BAY VILLAGE, OH 44140<br>CHRISTINE COOK<br>216-835-3685 | N | 1 | PK-K | 1 | 1 | 1 | 1 | 0 | 8 | 8 | 10/10/90 | PRIVATE |
| OH | CLEVELAND SIGHT CENTER<br>25315 WOLF RD<br>BAY VILLAGE, OH 44140<br>CHRISTINE COOK<br>216-835-3685 | N | 1 | PK-K | 1 | 0 | 1 | 1 | 1 | 15 | 15 | 10/10/90 | LEA |
| OH | CUYAHOGA COUNTRY BMR<br>25315 WOLF RD<br>BAY VILLAGE, OH 44140<br>CHRISTINE COOK<br>216-835-3685 | N | 6 | PK-K | 14 | 1 | 14 | 14 | 10 | 171 | 171 | 10/10/90 | LEA |
| OH | LAKE COUNTY SCH DISTRICT<br>25315 WOLF RD<br>BAY VILLAGE, OH 44140<br>CHRISTINE COOK<br>216-835-3685 | N | 1 | PK-K | 3 | 1 | 3 | 3 | 0 | 72 | 72 | 10/10/90 | LEA |
| OH | MENTAL DEVLEOPMENT CENTER<br>25315 WOLF RD<br>BAY VILLAGE, OH 44140<br>CHRISTINE COOK<br>216-835-3685 | N | 1 | PK-K | 2 | 0 | 2 | 0 | | 12 | 12 | 10/10/90 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| OH MT CALVARY LUTHERAN N S.<br>25315 WOLF RD<br>BAY VILLAGE, OH 44140<br>CHRISTINE COOK<br>216-835-3685 | N | 1 | PK-K | 1 | 1 | 1 | 1 | 0 | 14 | 5 | 10/10/90 | LEA |
| OH SHAKER HEIGHTS SCHOOL<br>25315 WOLF RD<br>BAY VILLAGE, OH 44140<br>CHRISTINE COOK<br>216-835-3685 | N | 1 | PK-K | 1 | 1 | 1 | 1 | 0 | 6 | 6 | 10/10/90 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WA | ADNA SCHOOL DISTRICT<br>601 McPHEE R SW<br>OLYMPIA, WA 98502<br>GAIL STRAUS<br>206-754-2946 | N | 1 | PK-1 | 2 | 1 | 2 | 2 | 1 | 20 | 14 | 09/12/90 | LEA |
| WA | BAGLEY PRESCHOOL<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 27 | 12 | 11/05/90 | LEA |
| WA | BATTLEGROUND SCHOOL DIST<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 2 | PK-K | 2 | | 2 | 2 | | 56 | 11 | 11/05/90 | LEA |
| WA | BOISTFORDT SCHOOL DIST<br>601 McPHEE R SW<br>OLYMPIA, WA 98502<br>GAIL STRAUS<br>206-754-2946 | N | 1 | PK-1 | 2 | 1 | 2 | 2 | 1 | 14 | 7 | 09/12/90 | LEA |
| WA | BRIDGEPORT SCHOOL DISTRIC<br>PO BOX 1847<br>WENATCHEE, WA 98807<br>CHERYL VOORHIS<br>509-663-8741 | N | 1 | PK-K | 2 | 1 | 1 | 1 | 1 | 10 | 10 | 09/17/90 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WA | CARSON SCHOOL DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 27 | 12 | 11/05/90 | LEA |
| WA | CATHLAMET SCHOOL DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 27 | 12 | 11/05/90 | LEA |
| WA | EASTMONT SCHOOL DISTRICT<br>PO BOX 1847<br>WENATCHEE, WA 98807<br>CHERYL VOORHIS<br>509-663-8741 | N | 1 | PK-K | 2 | 1 | 2 | 2 | 1 | 67 | 15 | 09/17/90 | LEA |
| WA | KELSO SCHOOL DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 1 | | 1 | 1 | | 20 | 20 | 11/05/90 | LEA |
| WA | LONGVIEW SCHOOL DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 3 | PK-K | 8 | 1 | 8 | 8 | 2 | 160 | 98 | 11/05/90 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | PERSONNEL TCHR | PERSONNEL AIDE | PERSONNEL SPEC | #CHILDREN SCRND | #CHILDREN SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WA | MANSON SCHOOL DISTRICT<br>PO BOX 1847<br>WENATCHEE, WA 98807<br>CHERYL VOORHIS<br>509-663-8741 | N | 2 | PK-K | 7 | 1 | 5 | 5 | 1 | 101 | 15 | 09/17/90 | LEA |
| WA | MCCLEARY SCHOOL DISTRICT<br>601 McPHEE R SW<br>OLYMPIA, WA 98502<br>GAIL STRAUS<br>206-754-2946 | N | 1 | PK-1 | 2 | 1 | 1 | 1 | 1 | 26 | 6 | 09/12/90 | LEA |
| WA | ONOLASKA SCHOOL DISTRICT<br>601 McPHEE R SW<br>OLYMPIA, WA 98502<br>GAIL STRAUS<br>206-754-2946 | N | 1 | PK-1 | 1 | 1 | 1 | 1 | 1 | 25 | 20 | 09/12/90 | LEA |
| WA | ORONDO SCHOOL DISTRICT<br>PO BOX 1847<br>WENATCHEE, WA 98807<br>CHERYL VOORHIS<br>509-663-8741 | N | 1 | PK-K | 2 | 1 | 2 | 2 | 1 | 35 | 20 | 09/17/90 | LEA |
| WA | PE ELL SCHOOL DISTRICT<br>601 McPHEE R SW<br>OLYMPIA, WA 98502<br>GAIL STRAUS<br>206-754-2946 | N | 1 | PK-1 | 4 | 1 | 2 | 2 | 1 | 35 | 33 | 09/12/90 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WA | QUINCY/EPHRATA SCH DIST<br>PO BOX 1847<br>WENATCHEE, WA 98807<br>CHERYL VOORHIS<br>509-663-8741 | N | 2 | PK-K | 5 | 1 | 3 | 3 | 1 | 46 | 19 | 09/17/90 | LEA |
| WA | RIVERSIDE SCHOOL DISTRICT<br>W 1025 INDIANA<br>SPOKANE, WA 99003<br>ROBIN VENATTA<br>509-456-7086 | N | 3 | PK-K | 8 | 1 | 5 | 5 | 1 | 153 | 35 | 09/17/90 | LEA |
| WA | SHELTON SCHOOL DISTRICT<br>601 McPHEE R SW<br>OLYMPIA, WA 98502<br>GAIL STRAUS<br>206-754-2946 | N | 3 | PK-1 | 6 | 1 | 3 | 3 | 3 | 162 | 56 | 09/12/90 | LEA |
| WA | SOUTH RIDGE CHILD CARE<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 27 | 12 | 11/05/90 | PRIVATE |
| WA | STEVENSON SCH DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 12 | 12 | 11/05/90 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT / ADDRESS / CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | PERSONNEL TCHR | PERSONNEL AIDE | PERSONNEL SPEC | #CHILDREN SCRND | #CHILDREN SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WA | TUMWATER SCHOOL DISTRICT<br>601 McPHEE R SW<br>OLYMPIA, WA 98502<br>GAIL STRAUS<br>206-754-2946 | N | 1 | PK-1 | 4 | 1 | 4 | 4 | 3 | 35 | 27 | 09/12/90 | LEA |
| WA | VANCOUVER SCHOOL DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 2 | PK-K | 2 | 1 | 2 | 2 | | 24 | 24 | 11/05/90 | LEA |
| WA | WASHINGTON SCH FOR DEAF<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 11 | 11 | 11/05/90 | LEA |
| WA | WASHINGTON SCHOOL - BLIND<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 11 | 11 | 11/05/90 | LEA |
| WA | WASHOUGAL SCHOOL DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 27 | 12 | 11/05/90 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WA | YACOLT SCHOOL DISTRICT<br>1313 NE 134TH S<br>VANCOUVER, WA 98685<br>CAROL HALL<br>206-574-3216 | N | 1 | PK-K | 1 | 1 | 1 | 1 | | 12 | 12 | 11/05/90 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON<br>TELEPHONE # | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | PERSONNEL TCHR | PERSONNEL AIDE | PERSONNEL SPEC | #CHILDREN SCRND | #CHILDREN SERVD | DATE BEGUN | TYPES OF FUNDING | AN FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FL | SEMINOLE COUNTY SCH DIST<br>1096 NORTH ST<br>ALTAMONTE SPGS, FL 32701<br>DONNA ELLIS<br>407-831-4259 | N | 3 | PK-K | 3 | 2 | 3 | 3 | 2 | 30 | 30 | 10/15/92 | LEA | |
| LA | ORLEANS PARISH SCH DIST<br>1100 FLORIDA AV<br>NEW ORLEANS, LA 70119<br>SARINTHA STRICKLAND<br>504-942-8200 | N | 15 | PK-K | 35 | 5 | 35 | | 5 | 350 | 105 | 10/01/91 | LEA | |
| MI | GRAND RAPIDS PRE-PRIMARY<br>615 TURNER AVE.<br>GRAND RAPIDS, MI 49504<br>KATHY BARKER<br>616-771-3195 | N | 14 | PK-K | 14 | 2 | 14 | 14 | 3 | 157 | 145 | 05/20/92 | LEA | |
| MI | GRAND RAPIDS PRE-SCHOOL<br>615 TURNER AVE.<br>GRAND RAPIDS, MI 49504<br>KATHY BARKER<br>616-771-3195 | N | 05 | PK-K | 27 | 3 | 27 | 27 | 3 | 297 | 297 | 05/20/92 | LEA | |
| MI | GRAND RAPIDS RIDGEMR CDC<br>615 TURNER AVE.<br>GRAND RAPIDS, MI 49504<br>KATHY BARKER<br>616-771-3195 | N | 2 | PK-K | 6 | 2 | 6 | 6 | 1 | 87 | 75 | 05/26/92 | LEA | |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| OH | BROADMOOR ELEMENTARY<br>18 BERWYCK DRIV<br>AKRON, OHIO 44312<br>MARIA SARGENT<br>216-630-9038 | N | 1 | PK-K | 4 | 1 | 4 | 1 | 1 | 26 | 16 | 10/01/91 | LEA |
| OH | CHAGRIN FALLS SCHOOL DIST<br>18 BERWYCK DRIV<br>AKRON, OHIO 44312<br>MARIA SARGENT<br>216-630-9038 | N | 1 | PK-K | 1 | 1 | 1 | | | 5 | 2 | 10/01/91 | LEA |
| OH | CHESTERLAND SCHOOL DIST<br>18 BERWYCK DRIV<br>AKRON, OHIO 44312<br>MARIA SARGENT<br>216-630-9038 | N | 2 | PK-K | 3 | 1 | 3 | 3 | 1 | 16 | 7 | 10/01/91 | LEA |
| OH | CONCORD SCHOOL DISTRICT<br>18 BERWYCK DRIV<br>AKRON, OHIO 44312<br>MARIA SARGENT<br>216-630-9038 | N | 1 | PK-K | 1 | 1 | 1 | | | 5 | 3 | 10/01/91 | LEA |
| OH | EUCLID SCHOOL DISTRICT<br>18 BERWYCK DRIV<br>AKRON, OHIO 44312<br>MARIA SARGENT<br>216-630-9038 | N | 1 | PK-K | 1 | | 1 | | | 5 | 3 | 10/01/91 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT<br>ADDRESS<br>CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| OH | KIRTLAND SCHOOL DISTRICT<br>18 BERWYCK DRIV<br>AKRON, OHIO 44312<br>MARIA SARGENT<br>216-630-9038 | N | 1 | PK-K | 1 | 1 | 1 | | | 5 | 3 | 10/01/91 | LEA |
| OH | MADISON SCHOOL DISTRICT<br>18 BERWYCK DRIV<br>AKRON, OHIO 44312<br>MARIA SARGENT<br>216-630-9038 | N | 1 | PK-K | 1 | 1 | 1 | | | 5 | 3 | 10/01/91 | LEA |
| OH | MENTOR SCHOOL DISTRICT<br>18 BERWYCK DRIV<br>AKRON, OHIO 44312<br>MARIA SARGENT<br>216-630-9038 | N | 1 | PK-K | 1 | 1 | | | 1 | 9 | 6 | 10/01/91 | LEA |
| OH | NEWBURY SCHOOL DISTRICT<br>18 BERWYCK DRIV<br>AKRON, OHIO 44312<br>MARIA SARGENT<br>216-630-9038 | N | 1 | PK-K | 1 | | 1 | | | 5 | 3 | 10/01/91 | LEA |
| OH | RICHMOND HEIGHTS SCH DIST<br>18 BERWYCK DRIV<br>AKRON, OHIO 44312<br>MARIA SARGENT<br>216-630-9038 | N | 1 | PK-K | 1 | 1 | 1 | | | 5 | 3 | 10/01/91 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT / ADDRESS / CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| OH | SALAM SCHOOL DISTRICT<br>18 BERWYCK DRIV<br>AKRON, OHIO 44312<br>MARIA SARGENT<br>216-630-9038 | N | 2 | PK-K | 2 | | 2 | | | 9 | 6 | 10/01/91 | LEA |
| OH | WHITEHILL SCHOOL DISTRICT<br>18 BERWYCK DRIV<br>AKRON, OHIO 44312<br>MARIA SARGENT<br>216-630-9038 | N | 1 | PK-K | 1 | 1 | 1 | | | 5 | 3 | 10/01/91 | LEA |
| OH | WILLOUGHBY SCHOOL DISTRIC<br>18 BERWYCK DRIV<br>AKRON, OHIO 44312<br>MARIA SARGENT<br>216-630-9038 | N | 2 | PK-K | 4 | 1 | 4 | 1 | 1 | 26 | 16 | 10/01/91 | LEA |

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

| ST | SCHOOL DISTRICT / ADDRESS / CONTACT PERSON | TYPE SERV | # SCH | GRADES | # ROOMS | PERSONNEL ADMIN | TCHR | AIDE | SPEC | #CHILDREN SCRND | SERVD | DATE BEGUN | TYPES OF FUNDING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NH | GOFFSTOWN SCHOOL DISTRICT<br>11 SCHOOL ST<br>GOFFSTOWN, NH 03045<br>ALICE BEYRENT<br>603-497-4818 | N | 5 | PK-K | 5 | 2 | 5 | 5 | 5 | 77 | 77 | 11/07/91 | LEA |
| NH | MANCHESTER SCHOOL SYSTEM<br>49 ASHLAND ST<br>MANCHESTER, NH 01304<br>NANCY EVANS<br>603-624-6325 | N | 1 | PK-K | 2 | 1 | 2 | 2 | 2 | 29 | 29 | 11/07/91 | LEA |

All sites chose the level of the ERIN Program appropriate to their needs. Each level of program intensity involves implementing all seven of the components of the ERIN Program (see pp. 7-45 of the original proposal for detailed description). See Figure 1, for a quick summary and the original proposal for more detail.

Screening/ Child Find
Further Observation/ Evaluation
Individual Education Program
Teaching Strategies and Techniques - Participation
Teaching Strategies and Techniques - Information Processing Skills
Home/ School Partnership
Coordinated School Program

ACTIVITIES IN STIMULATING SITES:

Activities which are geared toward stimulating sites fall into four basic categories: Pre Adoption Planning, Program Planning with Coordinators, Teacher Training for Program Implementation, and Site Support. Each of these activities are briefly summarized below.

PreAdoption Planning:

Once a site has studied the ERIN Program, reviewed Sample Materials and decided to adopt the program, the Pre Adoption Planning Phase begins. With help from ERIN, each site completes an Adoption Agreement which outlines the rest of the contact with ERIN. A local coordinator director is chosen as the responsible agent in dealing with ERIN. (See Saple Agreement Letter on next pages.) Through consultation, written and telephone contact, the following program pianning items are decided.

Goal of adopting the ERIN program
Names(s) and responsibilities of local Director/Coordinator
Who will use the ERIN Program; names and positions
What ages and types of children will be served
What administrative support will be provided
What continuing teacher support will be provided
A training schedule is prepared with target dates, activities and responsible personnel - both ERIN and Site.
A detailed budget is prepared reflecting both site costs and ERIN costs - both actual and provided.

Program Planning for Director/Coordinators:

The Leadership Training Institute (LTI) is designed for local Director/Coordinators, those persons who are responsible for continuing the training and monitoring of the ERIN program in their site during the school year. The Institutes have the following purposes:

To thoroughly acquaint local coordinators with the ERIN Coordinator Kit (see later description).

Figure 1a: ERIN PROGRAM LEVELS OF INTENSITY FOR YOUNG CHILDREN WITH SPECIAL NEEDS

| PROGRAM COMPONENTS | SUPPORTIVE MAINSTREAMING (A) | SYSTEMATIC INDIVIDUALIZATION WITHIN GROUP SETTING (B) | INTENSIVE INDIVIDUALIZATION (C) |
|---|---|---|---|
| GENERAL DESCRIPTION OF EACH LEVEL | General modification of learning environment to accommodate mild to moderate handicaps within the regular classroom teacher's program and style. | More detailed observation and individualizated teaching, but within group-oriented setting; specialist may team with teacher in classroom. | Reorganization of total classroom program to meet special individual needs of in-depth educational plan monitored frequently. |
| SCREENING/CHILD FIND - to locate children requiring further observation/evaluation. | The Preschool Screening System (PSS) is used (short pre-screen plus the total screen) with supporting informal observation to pick target children. | The PSS Cluster Score analysis, results of Parent Developmental Questionnaire, and more formal observation by the teacher/specialist to identify target child. | The PSS Scores are reviewed by a Placement Team which uses standard measures to identify program needs of the target child(ren). |
| FURTHER OBSERVATION/EVALUATION - to assess what special needs of which children need attention. | Follow-up classroom observation of the child & classroom environment/materials occurs naturally through response to organized presentations of curriculum. | The General DILS (Developmental Inventory of Learned Skills) and/or the ERIN Overview Classroom Observation Activities are utilized. | The detailed DILS and/or specific ERIN Classroom Observation Activities are used to pinpoint skill sequences. |
| INDIVIDUAL EDUCATIONAL PROGRAM (IEP) - to determine goals/objectives, teaching plan, and monitoring | The IEP for targeted handicapped children takes the form of a checklist noting the set-up and modifications utilized . . . A POST HOC PLAN. | The IEP is preplanned with specific teaching goals in each needed learning area determined from the DILS, and monitored quarterly. | A detailed IEP (organized under basic learning areas) stressing teaching sequences is set up following observation with the DILS. Monitoring of the plan occurs many times during the quarter. |
| TEACHING STRATEGIES AND TECHNIQUES - needed to accomplish the educational goals for groups/individuals. | Curriculum focuses on the teacher set-up of the classroom schedule and materials in the major learning areas, plus general modifications of content (cognitive) & motivational (affective) factors. | In addition to setting-up the environment and materials at a more detailed level, specific modifications to provide better cues, levels, motivations and rewards in each learning area are set up. | Detailed teaching sequences in attention/discrimination/sequence/memory/formulation/motor planning and control, and monitoring are set up on an individual basis. |
| HOME/SCHOOL PARTNERSHIP - of home/school in understanding the child and facilitating the IEP. | Enlistment of parents to be aware of learning emphases and child's progress in school and to work with the child at home. | More parent education (i.e., groups) to understand child's specific needs; may assist in the classroom or work at home in coordinated developmental programs. | Involve parent at co-educator at home and perhaps as classroom learner/participant; parent group for personal assistance, parent to parent support and decision-making. |
| COORDINATED SCHOOL PROGRAM - utilizing a range of over a span of years. | Classroom teacher is major planner/effector, with specialist and administrator providing general consultation/support/training. | Specialist consults with teacher and helps in classroom with observation/teaching; regular reviews by school building team. | Frequent meetings of teachers/specialists/administrators to facilitate in-depth teaching/help of aides/parents in classroom/home. |







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# North Central Educational Service District

P. O. Box 1847, Wenatchee, WA 98807 • (509) 663-8741 or Scan 565-1436


August 23, 1990

Ms. Marian Hainsworth, Director
ERIN Outreach Program
376 Bridge Street
Dedham, MA 02026

Dear Marian,

North Central ESD is pleased to become an ERIN Outreach site. Our goal is to involve early childhood teachers from at least three school districts and assist them in furthering their developmentally appropriate programs which involve the full range of children, including low income, migrant, and native Americans. Each of the districts is currently providing or developing integrated preschool and/or kindergarten programs. We feel involvement with ERIN will enhance the teachers' skills and add to the quality of programming now available to the students.

As Special Education Preschool Coordinator, I will be the contact person/coordinator for the local ERIN program. I will be responsible for supporting/directing on-site training, acting as liaison between ERIN and our site, and for collecting and reporting information on children screened and served. At the present, our program plans to involve approximately 300 children in six schools. The exact number of children screened or identified is not known at this time as most of the schools hold screenings the first week of school.

Funding for ERIN is received through an N.D.N. grant and a subsidy from district 99-457 dollars. We have purchased and received the requested materials and participants will provide most of the needed supplies for the "Make and Take" portion of the program. An on-site staff person will be available to assist in that regard.

I am looking forward to our coming involvement. Please call me if you have further questions or concerns.

Sincerely,

Cheryl Voorhis

Cheryl Voorhis
Preschool Coordinator
North Central ESD

CV:nf




Serving the School Districts of Brewster • Bridgeport • Cascade • Cashmere • Coulee-Hartline • Eastmont • Entiat • Ephrata
Grand Coulee Dam • Lake Chelan • Mansfield • Manson • Methow Valley • Moses Lake • Nespelem • Okanogan • Omak • Orondo
Oroville • Palisades • Pateros • Quincy • Soap Lake • Stehekin • Tonasket • Warden • Waterville • Wenatchee • Wilson Creek

# North Central Educational Service District

P. O. Box 1847, Wenatchee, WA 98807 • (509) 663-8741 or Scan 565-1436


September 6, 1990

Ms. Marian Hainsworth
ERIN
17444 2nd St. E.
Redington Shores, FL 33708

Dear Marian:

It's been pleasant visiting with you regarding the upcoming ERIN training. I am looking forward to meeting you, Peter, and your new trainees, and am excited about my first introduction to the ERIN system.

I have enclosed the flyer sent to all participants with an attached memo regarding credit and other general information. At present we are expecting 18 participants with perhaps two extra aides. The materials have arrived, with the exception of the 4-6 Level Enricher Kit ordered August 31 by phone. We will also be providing a part-time staff person to assist with laminating during the Make and Take portion of the sessions.

As we discussed in our recent phone conversation, I have reserved two double, non-smoking rooms at the WestCoast Wenatchee Hotel for Wednesday, September 19. Your confirmation number is 082890JT. (Maps enclosed. Hotel phone: (509) 662-1234).

The enclosed Personal Service Contract is to ERIN for a total of $3135.00. As we have discussed, we will be sharing costs with ESD 113. Each of us will pick up airfare for one trainer. Saturday expenses will be shared, and North Central ESD will cover Sunday through Wednesday expenses. The breakdown of the contract costs is as follows:

| | | | | |
|---|---|---|---|---|
| Meals | Saturday | 1 person | $ 26.00 | |
| | Sunday-Wednesday | 2 people | 208.00 | |
| | | SUBTOTAL | | $ 234.00 |
| Lodging | Saturday | Single | $ 40.00 | |
| | Sunday-Wednesday | Double @ $50.52 | 202.08 | |
| | | SUBTOTAL | | 242.08 |
| Travel | Airfare | | $459.00 | |
| | Car Rental (partial reimbursement) | | 100.00 | |
| | | SUBTOTAL | | 559.00 |
| Contract Fee | $350/day x 2 trainers | | | 2100.00 |
| | | TOTAL CONTRACT | | $3135.00 |

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I will expect further communication with you regarding a final date for follow-up training. The districts will need this information by September 17.

The teachers and I are excited to begin the training. Call me if you have any questions or concerns at 664-0359 (Special Education) or 782-4087 (home).

Have a safe and enjoyable trip to this beautiful part of Washington.

Sincerely,

Cheryl

Cheryl Voorhis
Preschool Coordinator

CV:jr
Enclosures: 4

To demonstrate training techniques and materials for each of the basic modules in the ERIN Program.

To plan the training sessions for personnel from their sites - both ERIN Training and local training.

To plan local support activities for personnel from their sites.

To discuss the role and purpose of a local school planning team and to review and schedule program coordination activities for the year.

To develop a written training plan and time table for the year

LTI's are held either as separate training sessions or scheduled around the Teacher Training Workshops. See Table 3: ERIN Training Activities for a listing of the LTIs conducted during this current Outreach year.

Teacher Training for Program Development:

Teacher Training sessions are scheduled for the convenience of the sites and to minimize excess travel expense. They always range from 4-6 full days of training. For distant site, a typical training schedule includes initial training sessions (2-3 day workshop) at or near the beginning of the year. Two other workshop sessions are scheduled, together with site support visits, during the year; typically late fall and late winter. Another 2-3 days of training workshops will be included and timed to meet the implementation speed of the sites involved. For nearby sites, this training schedule may be spread over more sessions of shorter duration, for example, monthly half day sessions or 4-6 one to two day sessions over the year.

These sessions are aimed at classroom and home teachers, specialists or aides working directly with handicapped children. Other ancillary school personnel are invited as desired (administrators, psychologists, etc). The goals of each workshop are the following:

To fully understand the ERIN system - modules and accompanying screening and curriculum materials.

To feel comfortable enough with the modules under discussion that they can go back and implement them in their classroom.

To make some of the materials needed for implementation.

To practice assessment and teaching techniques on each other.

To complete an implementation plan with specific activities and timelines for the year.

Many training sessions were held during the current year. Table 3 lists these sessions, locations, dates, sites and their personnel who attended.

TABLE 3: ERIN TRAINING ACTIVITIES - 1989-93

| LOCATION | DATE | TRAINOR | TYPE OF TRAINING |
|---|---|---|---|
| ESD 101<br>Spokane, WA | Oct 4-6, 1989 | MH/PH | Teacher Training<br>12 Washington Sites |
| Colville School Dist<br>Colville, WA | Oct 10-12, 1989 | PH/MH | Teacher Training<br>1 Washington Site |
| Canton School Dist<br>Canton, OH | Oct 13, 1989 | PH/MH | Teacher Training<br>3 Ohio Sites |
| La No Regional<br>Baton Rouge, LA | Oct 26-27, 1989 | PH/MH | Teacher Training<br>6 Louisiana Sites |
| La No Regional<br>Baton Rouge, LA | Oct 30-Nov 1,1989 | PH/MH | Teacher Training<br>5 Louisiana Sites |
| ESD 112<br>Vancouver, WA | Nov 6-7, 1989 | PH/MH | Teacher Training<br>10 Washington Sites |
| ESD 121<br>Seattle, WA | Nov 9-10, 1989 | PH/MH | Teacher Training<br>10 Washington Sites |
| Brevard County<br>Cocoa Bch, FL | Dec 4-5, 1989 | PH/MH | Teacher Training<br>1 Large Site |
| ESD 189<br>Mt Vernon, WA | Jan 16-18, 1990 | PH/MH | Teacher Training<br>5 Washington Sites |
| Volusia County<br>Daytona Beach, FL | Jan 22-23, 1990 | PH/MH | Teacher Training<br>1 Large Site |
| La So Regional<br>New Orleans, LA | Feb 8-9, 1990 | PH/MH | Teacher Training<br>7 Louisiana Sites |
| Wakulla County<br>Crawfordville, FL | July 23-26, 1990 | CC/MH | Teacher Training<br>1 Florida Site |
| New Hampshire Reg<br>Manchester, NH | Aug 20-21, 1990 | CC/MH | Teacher Training<br>5 New Hampshire Sites |
| OHIO CERC<br>Cleveland, OH | Sept 10-11, 1990 | CC/MS | Teacher Training<br>9 Ohio Sites |
| ESD 113<br>Olympia, WA | Sept 12-14, 1990 | MH/DC | Teacher Training<br>7 Washington Site |

TABLE 3: ERIN TRAINING ACTIVITIES - 1989-93 Continued

| LOCATION | DATE | TRAINOR | TYPE OF TRAINING |
|---|---|---|---|
| No Central ESD<br>Wenatchee, WA | Sept 17-19, 1990 | PH/CC | Teacher Training<br>6 Washington Sites |
| ESD 121<br>Vancouver, WA | Nov 5-7, 1990 | DC/CC | Teacher Training<br>13 Washington Sites |
| CHiO CERC<br>Cleveland, OH | Dec 5, 1990 | CC/MS | Teacher Training<br>9 Ohio Sites |
| No Central ESD<br>Wenatchee, WA | Dec 10-1, 1990 | PH/CC | Teacher Training<br>6 Washington Sites |
| ESD 113<br>Olympia, WA | Dec 13-4, 1990 | MH/DC | Teacher Training<br>7 Washington Sites |
| OHIO CERC<br>Cleveland, OH | Feb 6, 1991 | CC/MS | Teacher Training<br>9 Ohio Sites |
| New Hampshire Reg<br>Manchester, NH | Feb 14-5, 1991 | DC | Teacher Training<br>5 New Hampshire Sites |
| Seminole County<br>Altamonte Springs, FL | Feb 7, 1991 | MH/PH | Teacher Training<br>I Large Florida Site |
| ESD 121<br>Vancouver, WA | Mar 1-2, 1991 | DC/CC | Teacher Training<br>13 Washington Sites |
| La So Regional<br>New Orleans, LA | Mar 11-2, 1991 | CC/DC | Teacher Training<br>7 Louisiana Sites |
| OHIO CERC<br>Cleveland, OH | Mar 19, 1991 | CC/MS | Teacher Training<br>9 Ohio Sites |
| New Hampshire Reg<br>Manchester, NH | Mar 20-1, 1991 | DC | Teacher Training<br>5 New Hampshire Sites |
| Seminole County<br>Altamonte Springs, FL | Apr 20, 1991 | MH/PH | Teacher Training<br>I Large Florida Site |
| Seminole County<br>Altamonte Springs, FL | Jun 11-3, 1991 | CC | Teacher Training<br>I Large Florida Site |
| Wakulla County<br>Crawfordville, FL | Aug 12, 1991 | KR | Teacher Training<br>1 Florida Site |

TABLE 3: ERIN TRAINING ACTIVITIES - 1989-93 Continued

| LOCATION | DATE | TRAINOR | TYPE OF TRAINING |
|---|---|---|---|
| School District<br>Grand Rapids, MI | Aug 19-21, 1991 | CC/MS | Teacher Training<br>1 Large Site |
| Eastshore CERC<br>Kirtland, OH | Oct 1-2, 1991 | MS | Teacher Training<br>13 Ohio Sites |
| Jefferson Parish<br>New Orleans, LA | Oct 1-2, 1991 | SS/LV | Teacher Training<br>1 Large Site |
| Public Schools<br>Goffstown, NH | Nov 7, 1991 | DC | Teacher Training<br>2 New Hampshire Sites |
| Jefferson Parish<br>New Orleans, LA | Dec 13, 1991 | SS/LV | Teacher Training<br>1 Large Site |
| School District<br>Grand Rapids, MI | Jan 7-10, 1992 | CC/MS | Teacher Training<br>1 Large Site |
| School District<br>Grand Rapids, MI | Feb 4-7, 1992 | CC/MS | Teacher Training<br>1 Large Site |
| Seminole County<br>Altamonte Springs, FL | Apr 11, 1992 | MH/PH | Teacher Training<br>1 Large Florida Site |
| School District<br>Grand Rapids, MI | May 18-22, 1992 | KB/MS | Teacher Training<br>1 Large Site |
| School District<br>Grand Rapids, MI | Aug 8-13, 1992 | KB/MS | Teacher Training<br>1 Large Site |
| School District<br>Grand Rapids, MI | Dec 9-10, 1992 | KB/MS | Teacher Training<br>1 Large Site |
| School District<br>Grand Rapids, MI | Dec 15-6, 1992 | KB/MS | Teacher Training<br>1 Large Site |
| School District<br>Grand Rapids, MI | Jan 6-7, 1993 | KB/MS | Teacher Training<br>1 Large Site |

TOTALS: 43 Training Workshops in 6 States

Formal Training: In many sites, it is appropriate that additional training be given between ERIN facilitator visits. Sometimes this means adapting or adding to the content of regular staff meeting times; other sites have to find creative solutions to the problem of getting people together for planning and learning. Some coordinators have been more ready to assume this function than others.

ERIN staff supports the formal on-site training efforts in the following ways:

By pairing with the coordinator in presenting formal training which the coordinator later duplicates or extends.

By suggesting appropriate topics or activities.

By jointly planning the content and format of the training.

By supplying ERIN-A-V and print materials.

By serving as a "sounding board" for coordinator's training ideas.

By providing centralized training in coordinator functions.

The support functions listed above may take place within the scheduled site visits. Usually, they involve additional contact by phone and letter. They require development of support materials and much time ano effort spent in getting materials to and from sites.

In-Classroom Visistation and Conferences: This type of support helps teachers turn ERIN concepts into practical applications for their own classrooms. Such contacts are motivating for both teacher and coordinator and take maximal advantage of the expertise of both. ERIN faciltator visits are useful but do not substitute for more regular contact, both in- and out- of the classroom, which the local specialists can provide.

An on-site facilitation visit is scheduled with every site trained during a particular year. An ERIN staff member visits each site and clsssroom to verify that ERIN components are present and site appropriate. At this time any necessary reinforcement takes place, end of year evaluations are discussed and schedule, and follow-up planning occurs.

Specific Evaluation forms were developed and collected at each training session. These forms reflect Teacher Satisfaction, Cognitive Learning and Implementation plans as well as Formative Feedback on Training Activities and devices. I am happy to report that our training sessions are very well received and get rave reviews. Since 95% of the personnel trained during these sessions complete the year and furnish ERIN with End of the Year implementation data on children served, it appears that our training approach is successful in that regard as well.

One of the reasons for the excellent follow through is ERIN's emphasis on local Curriculum Assistance and Monitoring. We work with the sites to develop a plan for these important activities; we try very hard to model it through our actions with coordinators, we are always available for consultation, information sharing or answering questions by phone, mail or in person. We also keep regular contact with our sites by mail or phone.

Site Support:

Much of the responsibility for supporting participants trained in ERIN is assumed by local coordinators and core staff. The development of this training capability within each site is the cornerstone of the ERIN training delivery system. It is not enough that ERIN be able to prepare and present effective learning experiences for participants; local personnel must be able to extend and reinforce these experiences, duplicate the training for others not being directly impacted by ERIN, develop creative offshoots and adaptions appropriate to their own sites. This strategy not only makes transfer of new knowledge into the real classroom situation more likely for present participants, but also makes it possible for each site to become an independent demonstrator of the ERIN model.

This "training of trainers" strategy puts a high priority on the support of ERIN's local site leaders, The responsibilities accorded to ERIN coordinators are great (See sample of Coordinator's log), but so is the level of support offered by ERIN staff facilitators: formal workshop presentations and in-classroom visitation/conferences. In addition, local coordinators serve as facilitators of more informal group meetings, make needed resources available to participants, and establish and maintain high levels of communication and motivation.

## EVALUATION OF SITE STIMULATION

Evaluation of site stimulation takes two major forms; Documentation and Effectiveness. Personnel involved, children and families served, and training activities conducted locally, and by ERIN, are documented in the Log of Services to Children and Families (see figure 2 for a sample) and in the Coordinator's Log (see Figure 3 for a sample).

Assessment of Child Progress is conducted on at least a sample of, if not all of, the children in each site. These results are summarized on the Record of Child Progress (see Figure 4 for a Sample). Results are then double checked by ERIN and summarized in Table 4.

Replicating ERIN's total evaluation design has proved unfeasible for most of our Outreach Sites. Thus, ERIN has devloped a simple way for participating school systems to utilize a part of this same procedure to assess child growth. Using the Preschool Screening System (PSS), the gains of children are assessed by the Expectancy Regression formula using Developmental Age Equivalent scores.

Ninety five percent of the Outreach Sites show child progress data affirming statistically significant developmental and cognitive changes attributable to the program alone. Note that the Outreach sites do as well as, and often better than, our original Demonstration Sites. Sites add other standardized tests as desired, however most of them find it economically impossible to retest the children at the end of each year; therefore results are delayed several years, the children often "outgrow" the original instruments and others are substituted making comparisons and statisitical procedures difficult if not invalid.

Many of the sites also use the ERIN Developmental Inventory of Learned Skills (DILS) and accompanying profile of skills as part of the assessment package. Pre-post developmental gains on this "literature validated" criterion referenced scale provide other evidence of child progress. (See Figure 5 for a sample).

All teachers who complete the program and send the data detailed above receive an ERIN Implementation Certificate which documents their achievement. See Figure 6 for a sample.

Figure 2: ERIN LOG OF SERVICES TO CHILDREN AND FAMILIES

School Shelton Classroom Marquett Filled out by Marquett Date 6-13-90

Address K and Callanan Shelton WA 98584 Phone No. 426 3017

| TEACHER(S) | LIST INITIAL OF CHILDREN SERVED AND AGE AS OF [illegible] | | EVALUATION | | | HANDICAPPING CONDITION IF KNOWN | AREAS OF CURRICULUM SERVICE | | | | | | | | PARENT SERVICES F=Fully M=Moderate L=Little N=Not Involved |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | BAC | | VPM | | LANG | | PART | | |
| | Initial | Age | PDS | DIS | LIST OTHER EVALUATIONS | | Awareness | Control | Und. | Exp. | Und. | Exp. | Self Org. | Social Skill | |
| JM | W.A. | 4-8 | ✓ | ✓ | ALPERN BOLL | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| | K.L. | 5-0 | ✓ | ✓ | ALPERN BOLL | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | L |
| | M.O. | 4-3 | ✓ | ✓ | A-B | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | L |
| LG | F.Y. | 4-8 | ✓ | ✓ | | CP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| | S.A. | 5-4 | ✓ | ✓ | A-B | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| | A.S. | 5-2 | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | L |
| | C.F. | 5-4 | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| | F.H. | 5-9 | ✓ | ✓ | A-B | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| | W.S. | 6-1 | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| JM | D.P. | 6-8 | ✓ | ✓ | | SLD | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | L |
| CDS (AREA) | I.W. | 6-4 | ✓ | ✓ | | SLD | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| IR | (1) | | | | | | | | | | | | | | |
| OT (AREA) | | | | | | | | | | | | | | | |

Fill out one sheet per teacher or for each logical classroom or group unit.

1. List staff names and specialists involved (Speech and Language, Occupational/Physical therapist, Psychologists). Star (*) those who have participated in ERIN training in any way.
2. List initials of all children served. Mainstream settings, circle names of target children. Each target child must have a profile and IEP.



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Figure 3: COORDINATOR's LOG OF MEETING

| Facilitator | Date | Topic | Support Mechanisms | Staff that Attended |
|---|---|---|---|---|
| Shelley Jobson | February 1990 | Introduction to Participation | none | Trainers: Clara Cawley, Sylvia Eagle Bull, Debra Sandra Charlotte, Lynanne Chalmers, Sue Spaemann, Virginia Duarte |
| Shelley Jobson | February 16, 1990 | Preschool Screening System | none | Trainers: Judges: Jean Landon, Ella Monroe, Claire Atkins, Jan Moriarty, Sandra Richardson, Eagle Bull, Clara Cawley, Virginia Duarte |
| Shelley Jobson | March 1, 1990 | "Steps to Success for Children" | using ERIN'S Participation Crisis Expectations made at the 21 | Teacher Aides & Bus Aides: Debbie Rodriguez, Maria Perez, Gracie Figueroa, Marta Lopez, Carmen Mulero, Carmen Velazquez, Christine Kennedy |
| Shelley Jobson | April 13, 1990 | Language | none | Trainers: Judges: Jean Landon, Ella Monroe, Jan Moriarty, Laura Stinnett, Claire Atkins, Clara Cawley, Eagle Bull, Sandra Charlotte, Sue Spaemann, Virginia Duarte, |

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TABLE 4: ASSESSMENT OF CHILD PROGRESS - 1980-92
PRE-POST PRESCHOOL SCREENING SYSTEM RESULTS
EXPECTANCY REGRESSION ANALYSIS

| # | TYPE OF SITE | # TCHRS. | # CHDN | TIME | GAIN |
|---|---|---|---|---|---|
| 1 | Specialized | 1 | 7 | 7 mos. | 21.0 |
| 2 | Mainstream | 1 | 8 | 6 mos. | 8.6 |
| | Mainstream | 1 | 2 | 11 mos. | 2.9 |
| | Mainstream | 1 | 4 | 11 mos. | 10.3 |
| 3 | Mainstream | 1 | 2 | 7 mos. | 6.3 |
| 4 | Specialized | 1 | 17 | 7 mos. | 7.7 |
| 5 | Specialized | 1 | 3 | 9 mos. | 2.2 |
| | Specialized | 1 | 10 | 11 mos. | 3.2 |
| 6 | Mainstream | 1 | 8 | 11 mos. | 4.6 |
| 7 | Mainstream | 3 | 10 | 8 mos. | 8.1 |
| 8 | Special and Mainstream | 6 | 21 | 6-7 mos. | 8.8 |
| 9 | Specialized | 1 | 8 | 8-9 mos. | 10.6 |
| 10 | Mainstream | 4 | 8 | 4 mos. | 6.2 |
| 11 | Mainstream | 1 | 3 | 7 mos. | 3.7 |
| 12 | Special and Mainstream | 7 | 39 | 5-8 mos. | 6.9 |
| 13 | Special and Mainstream | 6 | 43 | 6-9 mos. | 7.1 |
| 14 | Mainstream | 6 | 14 | 8 mos. | 13.8 |
| 15 | Specialized | 4 | 12 | 8 mos. | 6.3 |
| 16 | Specialized | 1 | 8 | 8 mos. | 6.7 |
| 17 | Mainstream | 1 | 7 | 4 mos. | 7.3 |
| 18 | Specialized | 1 | 4 | 11 mos. | 14.5 |
| 19 | Mainstream | 8 | 39 | 8 mos. | 9.6 |
| 20 | Specialized | 2 | 15 | 8 mos. | 12.7 |
| 21 | Mainstream | 1 | 2 | 5 mos. | 4.7 |
| 22 | Specialized | 3 | 15 | 4 mos. | 6.4 |
| 23 | Mainstream | 2 | 30 | 4 mos. | 3.7 |
| 24 | Mainstream | 3 | 42 | 9 mos. | 15.8 |
| 25 | Specialized | 1 | 3 | 6 mos. | 11.1 |
| 26 | Specialized | 2 | 18 | 5 mos. | 4.9 |
| 27 | Specialized | 7 | 47 | 7 mos. | 8.0 |
| 28 | Mainstram | 3 | 53 | 7 mos. | 8.1 |
| 29 | Specialized | 3 | 27 | 8 mos. | 9.0 |
| 30 | Specialized | 2 | 10 | 8 mos. | 7.3 |
| 31 | Specialized | 1 | 4 | 8 mos. | 8.4 |
| 32 | Specialized | 4 | 21 | 9 mos. | 4.1 |
| 33 | Specialized | 1 | 8 | 8 mos. | 10.7 |
| 34 | Specialized | 1 | 11 | 7 mos | 3.1 |
| 35 | Specialized | 2 | 4 | 7 mos. | 4.2 |
| 36 | Specialized | 3 | 4 | 8 mos. | 11.6 |
| 37 | Specialized | 1 | 5 | 7 mos. | 13.3 |
| 38 | Specialized | 2 | 16 | 9 mos. | 9.2 |
| 39 | Specialized | 6 | 55 | 9 mos. | 9.2 |
| TOTALS | | 107 | 667 | AVERAGE GAIN = 8.8 Extra Mos. | |

Jan M

Figure 4: **ERIN CLASS ASSESSMENT**

## SUMMARY SHEET

| | AT THE BEGINNING OF THE YEAR | | | | | | | | | | AT YEAR'S END | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (A) Screening Results | | | (B) Parent D.Q. | | | (C) Cluster Scores | | | | | | | |
| Child Age | Total PSS | %ile Range | ✓ if at risk | BC %ile | DH %ile | MH %ile | BAC %ile | VPM %ile | LANG %ile | ✓ | Total PSS Score | Age at Post | Actual Growth Changes Noted | extra month |
| William A 9-8 | 18 | 1 | ✓ | | | | 3 | 1 | 1 | | 49 | 5-5 | 16.4 | 10.3 |
| Kent L 5-0 | 5 | 1 | ✓ | | | | 1 | 1 | 1 | | 35 | 5-9 | 15 | 10.9 |
| Matt O. 4-3 | 24 | 1 | ✓ | | | | 5 | 3 | 1 | | 36 | 4-11 | 6.1 | 2.2 |
| Franky 4-8 | 16 | 1 | ✓ | | | | 1 | 1 | 1 | | 40 | 5-5 | 12.3 | 6.5 |
| Steven A 5-4 | 53 | 4 | ✓ | | | | 2 | 5 | 8 | | 74 | 6-0 | 21.7 | 14.6 |
| Appollo S. 5-2 | 26 | 1 | ✓ | | | | 1 | 1 | 1 | | 48 | 5-10 | 12.3 | 7.1 |
| Cara F 5-4 | 15 | 1 | ✓ | | | | 1 | 1 | 1 | | 35 | 6-1 | 10 | 5.46 |
| | | | | | | | | | | | | | | |
| Fred H 5-9 | 39 | 1 | ✓ | | | | 4 | 2 | 1 | | 68 | 6-5 | 25.5 | 19.9 |
| William S 6-1 | 26 | 1 | ✓ | | | | 1 | 1 | 1 | | 36 | 6-10 | 5.1 | .1 |
| David P 6-8 | 52 | 2 | ✓ | | | | 1 | 2 | 2 | | 71 | 7-4 | 19.6 | 14 |
| Trina W 6-4 | 42 | 1 | ✓ | | | | 1 | 2 | 1 | | 61 | 7-[illegible]1 | 14.1 | 8.9 |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | 91.3/11 = | | | 8.3 |
| | | | | | | | | | | | avg. group gain | | | |
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Dedham, Massachusetts 02026
376 Bridge Street

Figure 5:

# ERIN DEVELOPMENTAL LEARNING PROFILE

Child's Name Mathew

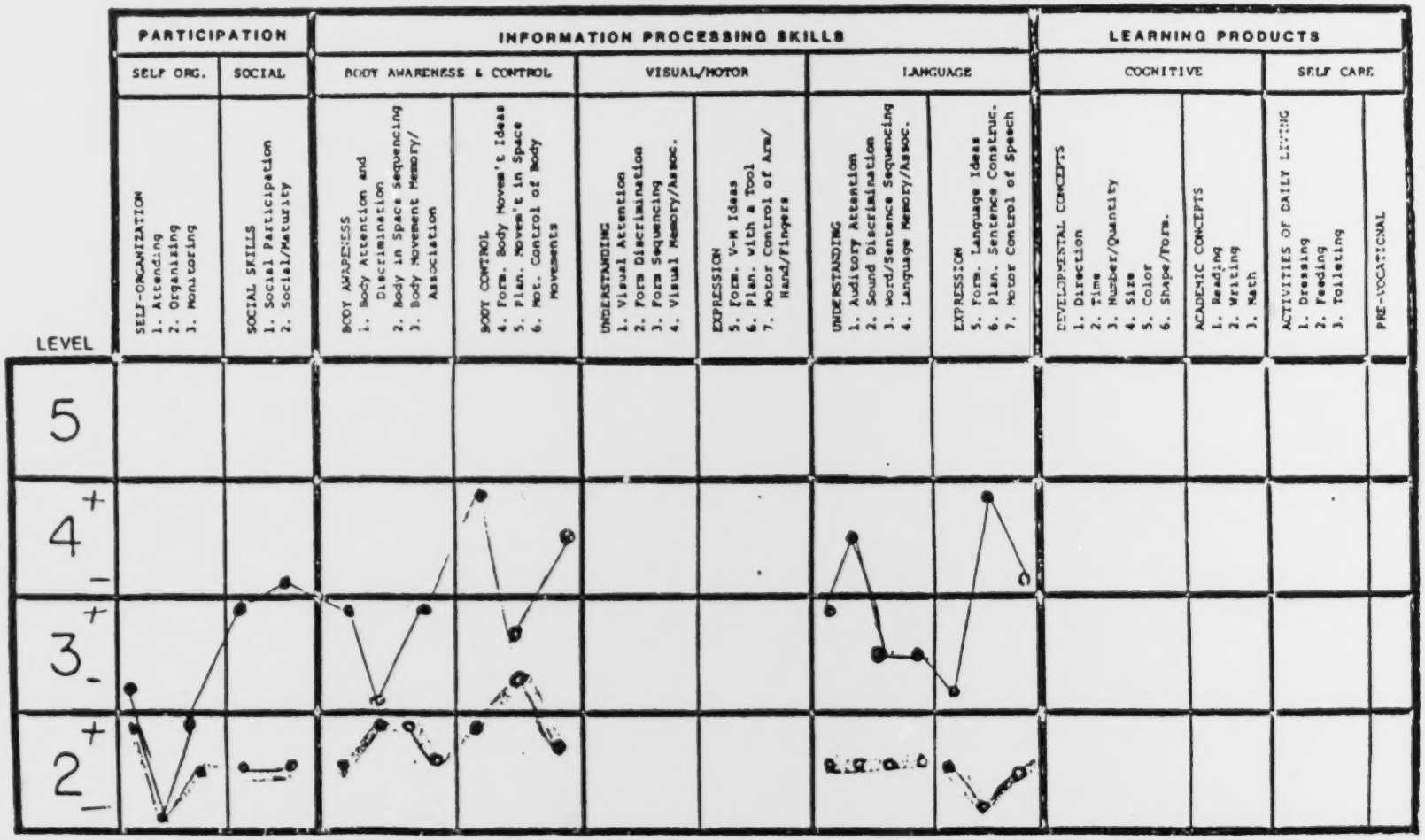
Teacher Pat Parent

Setting Pre-school

Birth Date 7/15/87

Evaluation Date(s) 10/89, 6/90

Age(s) 3.3



# Early Recognition Intervention Network

# Certificate of Excellence

**Awarded to**

ESD 113, OLYMPIA, WASHINGTON
SHELTON PRESCHOOL AND KINDERGARTEN PROGRAM
SOUTH BEND PRESCHOOL PROGRAM
PIONEER PRESCHOOL PROGRAM
GRAPEVIEW KINDERGARTEN PROGRAM

**for outstanding contributions to the education of young children with special needs**

Using the ERIN Curriculum System, six teachers worked with children with special needs during the 1989-90 school year. The children were assisted in: PARTICIPATION, BODY AWARENESS AND CONTROL, VISUAL PERCEPTUAL MOTOR and LANGUAGE SKILLS/CONCEPTS. Using the Preschool Screening System, 43 children were assessed at the beginning and end of the school year. During an average 6-9 month period, the children gained an extra 7.1 months of growth over their expected growth during that time. This gain is statistically and educationally significant and demonstrates that teachers' efforts, using the ERIN Program, produced accelerated gains for children.

Peter K. Hainsworth, Director
Early Recognition Intervention Network

## AWARENESS ACTIVITIES

Awareness activities are conducted by ERIN itself, by ERIN sites and through publications which describe ERIN or aspects of it (for example, Education Programs That Work).

ERIN sites are responsible for much of ERIN awareness activities and response. Word of mouth is one of our most powerful ways of interesting new sites. "Old" ERIN sites have been very active disseminators and many newspaper articles, radio shows, ERIN Orientation sessions and other formal workshops have been provided by them, with and without ERIN staff assistance, but often using ERIN A-V, print and display materials. Many visitors have also been oriented in this way. We are very proud of the "old" sites role in "spreading the word."

Since contact with the appropriate state education officials is part of the work with sites, awareness activities are also arranged through them. State Awareness conferences arranged by NDN State Facilitators have been a major method for finding new Outreach Sites in new states (See Table 5 ERIN Outreach Impact Indicator: Awareness Workshops and the section on State Involvement for further detail).

ERIN has and is continuing to develop print and A-V products to guide service delivery, curriculum application, and to train a wide range of staff and parents. Some of these materials are already in an attractive, self contained format. In the long run, the wide dissemination of such attractive, self-contained materials will attract and assist a wider range of users. As part of conducting an Outreach program, ERIN staff have and will continue to develop materials useful in Institutes, Workshops, Consultations or Evaluation. (See Product Development Section). ERIN's present print material has already been widely disseminated and brings in five to ten requests for information or new orders each week. (See Table 6 Awareness Impact Indicator).

We are fortunate that ERIN is already part of the dissemination activities of the National Diffusion Network. As part of this network, ERIN assisted the Office of Special Education-NDN Subnetwork develop an overview chart of Early Childhood Special Education Sites. This chart plus ERIN Awareness and Follow-up literature described later is in the hands of State Department of Education Early Childhood, Special Education and Training personnel as well as State Facilitators. This activity has generated much interest and potential adoptions of ERIN.

When new ERIN materials are perfected, a mailing is sent to each contact made through the above two sources. Mailing lists are organized by State so that, within states we are about to enter, specific mailings can also occur.

Logs of all mailings, conferences, presentations, etc., are made in the ERIN offices. Responses to Awareness Activities are logged. (Table 6: Outreach Impact Indicators: Awareness Information Requests, summarizes these Awareness Activities.)

TABLE 5 OUTREACH IMPACT INDICATOR: AWARENESS
ERIN AWARENESS WORKSHOPS - 1989-93
See Also Table 10: Mini Training Session

| LOCATION | DATE | PRESENTOR | # ATTENDING |
|---|---|---|---|
| Preschool Conference Tampa, FL | July 27,1989 | SW | 150 |
| Ohio Conference Cleveland, OH | May 25,1989 | CC | 42+ |
| Statewide Conference Seattle, WA | Mar 12,1990 | MH/PH | 72 |
| DEC Albuquerque, NM | Oct 21-4,1990 | MH/PH | 153 |
| Cuyahoga County Cleveland, OH | Jan 24, 1991 | CC | 53 |
| Seminole County Altamonte Springs, FL | Jan 28, 1991 | KR | 25 |
| Northeast CERC Akron, OH | Feb 13-4, 1991 | CC | 37 |
| Mideast CERC Columbis, OH | Feb 16, 1991 | CC | 43 |
| Public Schools Columbus, OH | Mar 11, 1991 | MS | 148 |
| Preschool SE Conf Dayton, OH | Apr 16, 1991 | CC | 35 |
| Southwest CERC Cincinnati, OH | Apr 27, 1991 | CC | 39 |
| Public Schools Wayland, MA | May 24, 1991 | DC | 11 |
| Public Schools Grand Rapids, MI | Aug 22, 1991 | CC/MS | 15 |
| Statewide Conference Seattle, WA | Mar 3, 1992 | MH | 62 |
| Statewide Conference Ware, MA | Oct 28, 1992 | DC | 13 |

TOTALS: 15 Sessions in 7 States

TABLE 6 INFORMATION REQUEST LOG

Reporting Year_____

| STATE | J | A | S | O | N | D | J | F | M | A | M | J | COMMENTS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | | 1 | | | | | | | | | | | |
| Alaska | | | | | | | | 1 | 11 | | 1 | 11 | |
| Arizona | | | 1 | | | | | | | | | | |
| Arkansas | | | | | | | | | | | | | |
| California | | | | 1 | | | 1 | | | 11 | | | |
| Colorado | | 1 | | | 1 | | | | | | | | |
| Connecticut | 1 | | | | | | | | | | | | |
| Delaware | | | 1 | | | | 1 | | | | | | |
| D.C. | 111 | | | | | 11 | | | | | | J | |
| Florida | | 1 | | | 1 | | | 1 | 11 | | 1 | 1 | |
| Georgia | | | | | | | | | 1( | 1 | | | |
| Hawaii | 1 | | | | | | | | | | | | |
| Idaho | | | | 1 | | | 1 | | | | | | |
| Illinois | | 1 | | | | | | | | | | | |
| Indiana | | | | | | | | | | | | | |
| Iowa | | | | | | | | | | | | | |
| Kansas | | | | | | | | | | | | | |
| Kentucky | | | | | 1 | | | | | | | | |
| Louisiana | | | | | | | | | 1 1 | | 11 | | |
| Maine | 1 | | | | | | 11 | 1 | | | | | |
| Maryland | | | | | | | | | | | 1 1 | 1 | |
| Massachusetts | | | | | | | | 1 | 1 | | | 1 | |
| Michigan | | | | | | | | | | | | | |
| Minnesota | | | | | | | | | | | | | |
| Mississippi | | | | | | | | | | | | | |
| Missouri | | | | | | | | | | | | | |
| Montana | | | | | | | | | | | | | |
| Nebraska | | 1 | | | 1 | | 1 | | | | | | |
| Nevada | | | | | | | | | | | | | |
| New Hampshire | | 1 | 11 | 1 | | | | | 1 1 | | | 1 | |
| New Jersey | | | | | | | | | | 111 | 1 | 1 1 1 | |
| New Mexico | 11 | | | 11 | | 1 | | | | | | | |
| New York | | | 1 | | 11 | | | | | | | | |
| North Carolina | | | | | | | | | | | | | |
| North Dakota | | | | | | | | | | | | | |



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| STATE | J | A | S | O | N | D | J | F | M | A | M | J | COMMENTS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ohio | | II | | | | I | | | | | | | |
| Oklahoma | | | | | | | | | | | I | | |
| Oregon | | | | | | | | | | II | | | |
| Pennsylvania | | | | I | | I | | | | | | I | |
| Rhode Island | II | | II | | | | III | | | | | | |
| South Carolina | | | | | | | | | | | | | |
| South Dakota | | | | | | | | | | | | | |
| Tennessee | | | | | | | | | | | | | |
| Texas | | | | | | | | | I | | | | |
| Utah | | | | | | | | | | | | | |
| Vermont | | I | | I | | | | II | | II | I | | |
| Virginia | | | | | I | II | | | | | | | |
| Washington | | | | | | | | | | II | II | II | |
| West Virginia | | | | | | | | | | | | | |
| Wisconsin | | | | | | | | | | | | | |
| Virgin Islands | | | | | | | | | I | | | | |
| Canada | | | | | | | | | | | | | |
| Outside U.S. | 10 | | I | | | I | | | | | I | | |
| YEAR TOTAL | 10 | 9 | 8 | 7 | 7 | 8 | 9 | 6 | 13 | 12 | 12 | 13 | 114 |

BASIC DISSEMINATION STRATEGIES:

ERIN uses the following basic approach and strategies to find and select appropriate Outreach Sites:

Initial dissemination of the ERIN Model and Outreach opportunity through bulk mailings (n=500) and attendance at selected Awareness Conferences where substantial subsidies of expenses are provided.

Follow-up for interested sites includes more specific mailings and phone calls to interested groups.

Negotiations leading to an Adoption Agreement from potential Outreach Sites. ERIN selects the sites who complete the complicated negotiation process.

ERIN Awareness Literature.

Several different types of literature have been prepared by ERIN for distribution to the settings and/or individuals who a) request information about ERIN, b) purchase materials from ERIN, c) indicate an interest through sign-up at local/national conferences where ERIN has been presented, or d) who attend Awareness Activities on the ERIN Model.

The Green Flier: designed for mass mailings, this provides a generalized overview of the ERIN Model.

The White Program Decscription Booklet: intended to give a more indepth view, this booklet introduces the theoretical structure behind the ERIN Model and acquaints the reader with components and material resources used by the model.

The Rainbow Information Pamphlet: excerpted from the ERIN curriculum materials, this pamphlet represents actual activities, materials, and strategies as used in implementing the ERIN Program.

The ERIN Teacher sampler: collected and assembled during the collation of the ERIN Modules, this sampler amplifies the activities, masterials, etc., so that teachers/coordinators can study the methods and determine their suitability and applicability for their program.

ERIN Awareness Presentations.

ERIN has received approximately twenty major awareness activity invitations during the last 1-1/2 years. Before an invitation is accepted, basic "components" which lead to a successful activity must be intrinsic to the activity.

ERIN personnel ascertain:

what the population make-up of the community(ies) is, for which the activity has been scheduled

what the state and local requlations are regarding early childhood education AND the length of time these regulations (if any) have been in existence

what type of survey/interest study was performed to determine the appropriateness of the ERIN Model of the target audience

what type of cooperation within the state department of education and auxiliary offices is represented

what depth of pre-planning has occured -re: activity location(s), room assignment, and scheduling.

what other presenters in Early Childhood Special Education will be included.

If ERIN determines that the activity has been organized in a manner to allow both the presenter and audience to benefit and learn, the invitation is accepted.

Most conferences run between two and four days and require an average of two or three presentations each day (1 - 1 1/2 hours in length.) An introductory slide show supplements the demonstration materials and assists the prresenter in conveying the essence of the ERIN Modules given the restricted time frame. The green flier and rainbow pamphlet are distributed to all those in attendance. For those individuals who seek additional information, the white booklet and teacher sampler may be given at the discretion of the presenter or they may be asked to request this second level of information from ERIN.

General Information Requests.

Letters, phone calls, or return stubs (back of rainbow pamphlet) are received daily at ERIN. The green flier and rainbow pamphlet are used in most cases to answer initial inquiries. All inquiries are logged by state and location so that any site showing interest beyond the preliminary investigation stage may be treated as a potential site. When this second level of involvement is attained, a personal contact from an ERIN staff member is warranted.

ERIN conducts a telephone interview to determine the level of intent and appropriateness of the ERIN Model for the potential adopotion site. An Adoption Agency Contact Report Form is completed by the ERIN staff member and several questions are answered. If ERIN determines that the site in question has researched their needs and is prepared to enter into serious discussions

regarding adoption, the white booklet, teacher sampler, and (in many cases) loaner copy of selected sections of ERIN Teacher Kit is forwarded to the site for further investigation and staff familiarization.

Non-Traditional Contacts:

More often than desired, an individual or system will telephone or write stating their specific intent to adopt the ERIN Model. In many cases they have heard of the program through a friend or read about ERIN in literature not published by ERIN. When this occurs, an immediate interview is conducted and, if the site is viable, all ERIN literature is forwarded for them to peruse before entering into adoption negotiations.

The Adopotion Negotiation:

Once contact has been established with a site and the exchange of information has been such that adoption appears appropriate, the adoption negotiations begin (see Stimulating Sites for more information.)

## PRODUCT DEVELOPMENT

As discussed earlier, Print, A-V and Demonstration Materials are a very important aspect of ERIN's Outreach Strategy. The farther away sites are located and the fewer the contacts because of distance, the more important the ERIN Program Materials become. These materials undergo continual refinement and informal field trial. Table 7 summarizes the contents of all ERIN materials and the state of completion as of Jamuary 1993.

To make sure all materials were in accordance with 102-119 and 99-457, we revised all of the basic ERIN Program Materials - the Getting Started series was completely revised. A second progra material for Birth to two; the LET'S BEGIN LEARNING series was developed. Consisting of four volumes; Sensory- Motor, Communication, Engagement and Thinking, over 1000 activity cards appropriate for either personnel working with young children or directly for the families to use at home were developed. Sensory Motor, Thinking and Communication have all reached the field trial stage and are presently in use by selected ERIN sites. The fourth volume, Engagement, was begun during this past year and is nearing completion.

We have made significant strides in updating and creating new training materials. Three copies of each of the Demonstration Materials (ERIN Enrichers) have also been completed and are on file in the ERIN Office. Four of the projected filmstrips have been completed. All filmstrips have also been transferred to videotape for ease of use by sites. Revisions of some of the coordinator guides were also completed although more work is still needed. The Workshop Guide for training ERIN site trainors was begun and brought to a field trial state.

The results of our informal field testing indicate that these materials are reasonably clear although there is always room for improvement. The fact that sites have been able to successfully use these materials to serve children in a statistically significant manner also confirms their quality. When sites are so distant that only 2-3 site visits could be made, the improvement in the materials is crucial to the success of our effort.

As you can see by the Outreach Impact Indicators - Table 8, the distribution and sale of these materials is also very important to stimulating new site adoptions. They also form the basis of the training activities that help teachers learn and implement the ERIN Program in their classrooms. All materials are available for purchase from the ERIN Office.

TABLE 7: ERIN PRODUCT DEVELOPMENT - 1989-93

| TEACHER KIT CONTENTS/state | COORDINATOR KIT CONTENTS/state |
|---|---|
| GETTING STARTED IN ERIN - 3rd version | COORDINATOR GUIDE - 3RD version |
| GETTING STARTED IN PARTICIPATION-3rd ver. | FILMSTRIPS - completed |
| GETTING STARTED IN BAC - 3rd version | (7 filmstrips and tapes) |
| GETTING STARTED IN VPM - 3rd version | VIDEOTAPE version - completed |
| GETTING STARTED IN LANGUAGE - 3rd version | |
| TEACHING PARTICIPATION - completed | COORDINATOR GUIDE - 1st version |
| Make It With Erin - Part. - completed | FILMSTRIP - completed |
| TEACHING VISUAL PERCEPTUAL MOTOR - completed | COORDINATOR GUIDE - 1st version |
| Make It With ERIN - VPM - completed | FILMSTRIP - in rough slide tape |
| TEACHING LANGUAGE - Ist version | COORDINATOR GUIDE - Ist version |
| Make It Wtih ERIN - Language - Ist ver. | FILMSTRIP - completed |
| TEACHING BODY AWARENESS AND CONTROL - comp. | COORDINATOR GUIDE - 1st version |
| Make It With ERIN - Ist version | FILMSTRIP - in rough slide tape |
| PARENT INVOLVEMENT - 2nd version | COORDINATOR GUIDE - rough draft |
| LETS BEGIN LEARNING - 1ST Version | |
| SENSORY-MOTOR - field trial edition | |
| THINKING - field trial edition | |
| COMMUNICATION - field trial edition | |
| ENGAGEMENT - Rough draft | |
| EVALUATION KIT - completed | |
| Preschool Screening System | FILMSTRIPS - Ist version |
| | VIDEOTAPE format - completed |
| Developmental Inventory of Learned Skills | |
| General level - 0-8 years. | |
| Detailed level - VPM and Language | |
| Manual | |
| Classroom Observation Activities - Overview | |
| UNIVERSAL PROPS KIT - complete | |

TABLE 8: OUTREACH IMPACT INDICATOR: AWARENESS - MATERIALS DISTRIBUTION

| | Distributed | Sold |
|---|---|---|
| Getting Started TEACHER KIT | 2 | 685 |
| Comprehensive TEACHER KIT | 0 | 132 |
| Getting Started COORDINATOR KIT | 0 | 12 |
| Comprehensive COORDINATOR KIT | 0 | 7 |
| GETTING STARTED IN ERIN | 0 | 6 |
| ERIN HIGHLILGHTS 0 | | 0 |
| ERIN SAMPLER | 0 | 0 |
| GETTING STARTED IN PARTICIPATION | 0 | 59 |
| TEACHING PARTICIPATION | 0 | 7 |
| MIWE PARTICIPATION | 0 | 17 |
| GETTING STARTED IN LANGUAGE | 1 | 16 |
| TEACHING LANGUAGE | 0 | 2 |
| MIWE LANGUAGE | 0 | 1 |
| GETTING STARTED IN VPM | 0 | 15 |
| TEACHING VPM | 0 | 1 |
| MIWE VPM | 0 | 1 |
| GETTING STARTED IN BAC | 0 | 16 |
| TEACHING BAC | 0 | 0 |
| MIWE BAC | 0 | 0 |
| HELPING INDIVIDUAL CHILDREN 1 | 0 | 102 |
| HELPING INDIVIDUAL CHILDREN 2 | 0 | 68 |
| STARTER SCREENING KIT | 0 | 87 |
| GETTING STARTED EVAL KIT | 5 | 457 |
| COMPREHENSIVE EVAL KIT | 0 | 93 |
| PSS MANUAL | 30 | 294 |
| CHILD RECORD FORMS (100/SET) | 52 | 390 |
| PARENT QUESTIONNAIRE (100/SET) | 28 | 126 |
| PSS SHORT FORM MANUALS | 0 | 39 |
| PSS SHORT FORMS (100/SET) | 0 | 30 |

TABLE 8: OUTREACH IMPACT INDICATOR: AWARENESS - MATERIALS DISTRIBUTION
CONTINUED

| | | |
|---|---|---|
| DILS: GENERAL-INFANT | 20 | 150 |
| PRESCHOOL | 10 | 684 |
| PRIMARY | 10 | 109 |
| DETAILED: VPM | 2 | 47 |
| LANGUAGE | 3 | 65 |
| FILMSTRIP SLIDE/TAPES | 0 | 5 |
| UNIVERSAL PROP KITS | 0 | 4 |
| SPINNER BOARDS | 0 | 6 |
| PARENT INVOLVEMENT - COMP | 0 | 5 |
| COORDINATOR GUIDES | 0 | 11 |
| GETTING STARTED ENRICHER KITS | 39 | 453 |
| BILINGUAL MATERIALS: SPANISH MANUALS | 8 | 19 |
| SPANISH CRFS | 9 | 1400 |
| SPANISH DQS | 9 | 700 |
| PORTUGUESE MANUALS | 9 | 5 |
| PORTUGUESE CRFS | 9 | 50 |
| PORTUGUESE DQS | 9 | 0 |
| CHINESE MANUALS | 9 | 5 |
| CHINESE CRFS | 9 | 75 |
| OTHER LANGUAGES MANUALS | 9 | 24 |
| OTHER LANGUAGES CRFS | 9 | 375 |
| CONCEPT BOOKS | 9 | 144 |
| THEME BOOK SETS | 8 | 123 |
| LET'S BEGIN LEARNING-SETS | 9 | 88 |
| COMMUNICATION | 3 | |
| SENSORY MOTOR | 3 | |
| THINKING | 3 | |

ERIN staff participate in various interagency state wide networks of Early Childhood Special Education professionals where ERIN is discussed and information disseminated. ERIN has always worked closely with the Mass. State Department of Education, Early Childhood Project whenever possible. The Massachusetts consortium of HCEEP projects meet at least once a year.

ERIN has participated actively in devleoping the Massachusetts Early Childhood State Plan, in revising the Certification Standards for Early Childhood Special Education, and in working with other state agencies that serve young children in Massachusetts - Office for Children, Department of Mental Health, and Department of Public Health. Since most of these goals have been accomplished, no new activity is to be reported this year.

College Liasons:

Several colleges continue to give credit to ERIN Trainees. Wheelock College and Lesley College are both small prestigious schools with strong early childhood departments and a particular interest in special education. the Office for Children (the Mass. Early Childhood Licensing agency) has approved the ERIN Training for the course in Special Needs required for Head Teacher certification and for two Special Needs courses needed for Approval as a Special Education Consultant to an Early Childhood Program. These certification and approvals are needed to officially serve as a mainstream site in Massachusetts. Central Washington University has been established as the IHE for granting credit to participants in the ERIN Program. Three credits can be obtained from formal ERIN training. This was established by the State personnel to further the use the ERIN Model in their state. ERIN Demonstration Programs serve as Student Teacher Placement sites for many colleges.

TABLE 9: MINI TRAINING SESSIONS
1989-93

| LOCATION | DATE | STAFF | TYPE OF TRAINING |
|---|---|---|---|
| Public Schools<br>Baton Rouge, LA | Feb 5, 1990 | PH/MH | 25 - TRAINING<br>Comprehensive Level |
| Public Schools<br>Baton Rouge, LA | Feb 6, 1990 | PH | 27 - TRAINING<br>LBL level |
| Mideast CERC<br>Columbus, OH | Feb 22, 1991 | CC | 33 - TRAINING<br>Extended Overview |
| Public Schools<br>Goffstown, NH | May 11, 1991 | DC | 19 - TRAINING<br>DILS |
| Public Schools<br>New Britain, CT | June 24-5, 1991 | DC | 21 - TRAINING<br>Environment/Participation |

TOTALS: 5 Sessions in 4 States

APPENDIX:

Sample Site Documentation:
Washington ESD 113



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# Educational Service District 113

ARNOLD N. ANDRING
ABERDEEN
GERALDINE BROOKS
SHELTON
HAROLD L. ANDERSON
OLYMPIA
DUANE CHURCH
MORTON
CARL SNYDER
MONTESANO
ALAN NEVITT
RAYMOND
PAULA YANTIS
TENINO
FRED TIDWELL
SUPERINTENDENT


DIRECT AFFILIATE

Marian Hainsworth
Early Remediation Intervention Network (ERIN)
376 Bridge Street
Dedham, Massachusetts 02026

Dear Marian:

The ERIN sites from Educational Service District 113 of the State of Washington would like to express our appreciation and gratitude to all of the ERIN staff for making it possible for us to be involved in a very valuable preschool training program. Your program has much to offer high risk preschool children, and the staff that work with them. We view it as an exemplary working model to be implemented wherever possible.

This program has provided existing preschool programs with a definite systematic structure. I feel we have quite a diverse group of staff in terms of teaching styles and experience pertaining to handicapped children. Each teacher has taken the program and adapted and implemented the concepts into her classroom to the maximum extent possible for a first year program.

All teachers presently involved in the project fully intend to carry out the program in their classrooms next year. We will be planning a workshop for these teachers during the latter part of August as a warm up to the beginning of the new school year.

We are extremely pleased with all of the materials and resource guides. We have found them all to be an immense help and intend to continue to build on and acquire further materials next year.

We hope to have the opportunity to get together next year. If there are trainings in any part of Washington for next year, please keep us in mind.

Thank you again.

Sincerely,

Claire Williams

Claire Williams
Inservice Training Coordinator
Educational Service District 113

CW:mm

A-1


601 McPHEE ROAD S.W. OLYMPIA, WASHINGTON 98502 (206) 754-2933

## LOG/DESCRIPTION OF TRAINING - ESD # 113

Three on-site trainings were conducted at Educational Service District 113 in Olympia, Washington by ERIN trainers; Marian Hainsworth and Novelle Boone. The initial training was held August 17, 18, 19 and focused on Getting Started and Participation activities. Following is a list of those participants in attendance at the initial training:

| | | |
|---|---|---|
| Shelton | Shanna McVicar | - Regular Kindergarten |
| | Joyce River | - Preschool Handicapped |
| | Jan Marquett | - Preschool Handicapped |
| Pioneer | Esther Mallgren | - Preschool Handicapped/Regular Kindergarten |
| | Ruth Tuson | - Special Ed. Resource Room |
| South Bend | Pat Pearson | - Preschool Handicapped |
| | Cindy Probasco | - Preschool Handicapped/Secondary Resource Room |
| Yelm | Sue Sugarbaker | - Elementary Resource Room |

Claire Williams, Inservice Training Coordinator for ESD #113, and Joann Hunter, Inservice Training Coordinator from ESD #114 served as ERIN coordinators for the programs in their areas. Cindy Fisher of Wallace, Idaho attended in the capacity of trainer/coordinator for her area.

The training was very well received. Most participants implemented the new programs with much enthusiasm; however, two teachers from the Yelm and Pioneer School Districts who had older resource room students did not feel the program could be adapted to meet their students' needs. These two teachers subsequently removed themselves from the project. One of these slots was quickly filled by Terry Hughes, a regular kindergarten teacher from the Grapeview School District.

The second training provided by Marian and Novelle was held on December 3-4 at Educational Service District 113 in Olympia. The following eleven participants were in attendance: Shanna McVicar, Joyce River, Jan Marquett, Esther Mallgren, Pat Pearson, Cindy Probasco, Terry Hughes, Joann Hunter, Cindy Fisher and Claire Williams. The content of this training centered totally around the Language module of ERIN. An excellent group discussion and exchange occurred

at this time. Participants were very excited about the resource manuals made available. The Make It and Take It sessions proved to be a definite highlight.

the Visual Perceptual Motor training was conducted by Claire Williams at the Shelton School District. Those in attendance at that session were: Joyce River, Jan Marquett, Pat Pearson, Cindy Probasco, Esther Mallgren and Terry Hughes. The group spent most of the time discussing the seven categories of VPM - their definitions and applications. One period was spent viewing all of the demonstration materials. Teachers were given starter sets of several of these materials.

In conjunction with the follow up on-site visits to the districts, a Body Awareness and Control workshop was presented by Marian Hainsworth. This session completed the formal training pertaining to all components of the ERIN program. Those in attendance at this workshop were: Shanna McVicar, Joyce River, Jan Marquett, Louise Geist, Teacher's Aide with Joyce and Jan, Pat Pearson and her aide Merilee Jenks from South Bend, Terry Hughes and Esther Mallren. Two other aides who have been actively involved in the implementation of ERIN at the preschool level were not able to attend this last training. These were: Theda Jackson of Shelton and JoAnn Seaton of South Bend.

Parents of students have also been involved in the ERIN program in varying degrees throughout the year in different sites.

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Shelton — Classroom: Marquetl — Filled out by: Marquetl — Date: 6-13-90

Address: K and Callanan Shelton WA 98584 — Phone No.: 426 3017

| LIST STAFF: | LIST INITIAL OF CHILDREN SERVED AND AGE AS OF 9/90 | | EVALUATION | | | | AREA OF CURRICULUM SERVICE | | | | | | | | PARENT SERVICES F=Fully M=Moderate L=Little N=Not Involv |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | BAT | | VPM | | LANG | | PART | | |
| | (all ages) | age | PSS | DIS | LIST OTHER EVALUATIONS | HANDICAPPING CONDITION IF KNOWN | Awareness | Control | Und. | Exp. | Und. | Exp. | Self Org. | Social Skill | |
| | W.A | 4-8 | ✓ | ✓ | ALPERN BOLL | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| TEACHER(S) JM | K.L. | 5-0 | ✓ | ✓ | ALPERN BOLL | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | L |
| | M.O. | 4-3 | ✓ | ✓ | A-B | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | L |
| OTHER STAFF LG | F.Y. | 4-8 | ✓ | ✓ | | CP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| | S.A. | 5-4 | ✓ | ✓ | A.B | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| | A.S. | 5-2 | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | L |
| | C.F. | 5-4 | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| | F.H. | 5-9 | ✓ | ✓ | A.B | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| SPECIALISTS | W.S. | 6-1 | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| JM | D P | 6-8 | ✓ | ✓ | | SLD | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | L |
| CDS (AREA) | T.W | 6-4 | ✓ | ✓ | | SLD | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| TR | (11) | | | | | | | | | | | | | | |
| OT (AREA) | | | | | | | | | | | | | | | |

Fill out one sheet per teacher or for each logical classroom or group unit.

1. List staff names and specialists involved (Speech and Language, Occupational/Physical therapist, Psychologists). Star (*) those who have participated in ERIN training in any way.
2. List initials of all children served. Mainstream settings, circle names of target children. Each target child must have a profile and IEP.
3. Check subareas that children received curriculum support in. Circle subareas included in IEP.

Jan M

# ERIN CLASS ASSESSMENT

## SUMMARY SHEET

| Child's Name | AT THE BEGINNING OF THE YEAR (A) Total PSS | (A) Skills Range | (A) * if at risk | (B) Percent D.Q. BC %ile | (B) Percent D.Q. DH %ile | (B) Percent D.Q. MH %ile | (C) Cluster Scores BAC %ile | (C) Cluster Scores VIM %ile | (C) Cluster Scores LAN %ile | AT YEAR'S END Total PSS Score | Age at Post | Actual Growth Changes Noted | extra months |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| William A 9-8 | 18 | 1 | ✓ | | | | 3 | 1 | 1 | 49 | 5-5 | 16.4 | 10.3 |
| Kent L 5-0 | 5 | 1 | ✓ | | | | 1 | 1 | 1 | 35 | 5-9 | 15 | 10.9 |
| Matt O. 4-3 | 24 | 1 | ✓ | | | | 5 | 3 | 1 | 36 | 4-11 | 6.1 | 2.2 |
| Frank J 4-8 | 16 | 1 | ✓ | | | | 1 | 1 | 1 | 40 | 5-5 | 12.3 | 6.5 |
| Steven A 5-4 | 53 | 4 | ✓ | | | | 2 | 5 | 8 | 74 | 6-0 | 21.7 | 14.6 |
| Apollo S. 5-2 | 20 | 1 | ✓ | | | | 1 | 1 | 1 | 48 | 5-10 | 12.3 | 7.1 |
| Cara F 5-4 | 15 | 1 | ✓ | | | | 1 | 1 | 1 | 35 | 6-1 | 10 | 5.46 |
| | | | | | | | | | | | | | |
| Fred H 5-9 | 39 | 1 | ✓ | | | | 4 | 2 | 1 | 68 | 6-5 | 25.5 | 19.9 |
| William S 6-1 | 26 | 1 | ✓ | | | | 1 | 1 | 1 | 36 | 6-10 | 5.1 | .1 |
| David P 6-8 | 52 | 2 | ✓ | | | | 1 | 2 | 2 | 71 | 7-4 | 19.6 | 14 |
| Trina W 6-4 | 42 | 1 | ✓ | | | | 1 | 2 | 1 | 61 | 7-[illegible]1 | 14.1 | 8.9 |
| | | | | | | | | | | | | | |
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ERIN

Site Shelton Location River Filled out by J. River Date 6-1-90

Address Mt. View Ele., Coleman & 1st, Shelton, WA. (PS 126) Phone No. 426-3017

| Educators | Last Name of Child Served and First Initial | Age | EVALUATION: PSS | EVALUATION: DIS | EVALUATION: List Other Evaluations | HANDICAPPING CONDITION IF KNOWN | AREAS OF CURRICULUM SERVICE: BAC Awareness | BAC Control | VPM Und. | VPM Exp. | LANG Und. | LANG Exp. | PART Self Org. | PART Social Skill | PARENT SERVICES (F=Fully M=Moderate L=Little N=Not Involved) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TEACHER(S) | B. A. | 3-7 | - | - | Alpern/Boll | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| J. River* | E. F. | 5-6 | - | - | Alpern/Boll CPAS | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| OTHER STAFF | R. I. | 5-2 | - | - | Alpern/Boll | Downs Syndrome | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| T. Jackson | E. J. | 5-2 | - | - | | Did not return after Christmas | | | | | | | | | |
| | J. K. | 5-5 | - | - | Alpern/Boll CPAS | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| | A. L. | 5-9 | - | - | Alpern/Boll | Downs | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| | J. L. | 5-2 | - | - | Alpern/Boll | Mental Retardation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| SPECIALISTS | | | | | | | | | | | | | | | |
| J. Miranda | | | Peabody Picture Vocab. and Goldman-Fristoe test of articulation | | | | | | | | | | | | |
| CDS (AREA) | | | was also given to each by CDS | | | | | | | | | | | | |
| T. Garrison | | | | | | | | | | | | | | | |
| OT (AREA) | | | | | | | | | | | | | | | |

Fill out one she t per teacher or for each logical classroom or group unit.

1. List staff names and specialists involved (Speech and Language, Occupational/Physical therapist, Psychologists). Star (*) those who have participated in ERIN training in any way.
2. List initials of all children served. Mainstream settings, circle names of target children. Each target child must have a profile and IEP.
3. Check subareas that children received curriculum support in. Circle subareas included

# ERIN CLASS ASSESSMENT

## SUMMARY SHEET

| Child's Age | AT THE BEGINNING OF THE YEAR: (A) Screening Results — Total PSS | (A) Screening Results — Male Female | (A) Screening Results — * if at risk | (B) Parent D.Q. — BC %ile | (B) Parent D.Q. — DH %ile | (B) Parent D.Q. — MH %ile | (C) Cluster Scores — BAC %ile | (C) Cluster Scores — VPM %ile | (C) Cluster Scores — LANG %ile | ✓ | AT YEAR'S END: Total PSS Score | Age at Post | Changes Noted | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| [illegible] | 12 | 1 | . | | | | 1 | 1 | 1 | | 27 | 4.6 | 1 | |
| [illegible] | 13 | | | | | | 1 | 1 | 1 | | 33 | 6 | 15 | used in 1st |
| [illegible] | 22 | | ✓ | | | | 1 | 2 | 1 | | — | | | |
| [illegible] | | | | | | | 1 | 2 | 1 | | 47 | 6.8 | 14.1 | |
| [illegible] | 2 | 1 | ✓ | | | | 1 | 1 | 1 | | 27 | 5-6 | 3.5 | used in 1st |
| [illegible] | 17 | | ✓ | | | | 1 | . | 1 | | 20 | 6 | 3 | |
| [illegible] | 2 | | ✓ | | | | 2 | 2 | 1 | | 15 | 4-6 | -2 | |

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HEAD LOG OF SERVICES TO CHILDREN AND FAMILIES

Site: Shelton Beach Classroom: Kdgn. Mt. View Filled out by: Shanna McDiarmid Date: 5/22/90

Address: K. Callanan Phone No.: 426-8561

| PERSONNEL | LIST INITIALS OF CHILDREN SERVED AND AGE AS OF ~~June~~ Fall 89 | | EVALUATION | | | HANDICAPPING CONDITION IF KNOWN | AREAS OF CURRICULUM SERVICE | | | | | | | | PARENT SERVICES F=Fully M=Moderate L=Little N=Not Involved |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | BAC | | VPM | | LANG | | PART | | |
| | Initials | Age | PSS | DHS | LIST OTHER EVALUATIONS | | Awareness | Control | Und. | Exp. | Und. | Exp. | Self Org. | Social Skill | |
| TEACHER(S) | C.H. | 3.8 | ✓ | | | | | Model | | | | | | | N |
| 1 | A.B. | 5.5 | ✓ | | Special Ed. | D.N. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| | B.B. | 5.10 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| OTHER STAFF | S.B.* | 5.2 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| Parent aides | M.B. | 5.11 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| | D.B. | 5.11 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| | L.D. | 5.8 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| | J.F. | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| SPECIALISTS | R.H. | 5.6 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| Speech* Therapist Mrs. Clyde | J.K. | 6.1 | ✓ | | Special Ed | D.H. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| (AREA) Magician* Jackie Tuttle | J.L. | 6.0 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| (AREA) | J.L. | 5.11 | / | | Special Ed | D.H. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| (AREA) | | | | | | | | | | | | | | | |

Fill out one sheet per teacher or for each logical classroom or group unit.

1. List staff names and specialists involved (Speech and Language, Occupational/Physical therapist, Psychologists). Star (*) those who have participated in ERIN training in any way.
2. List initials of all children served. Mainstream settings, circle names of target children. Each target child must have a profile and IEP.

ERIN LOG OF SERVICES TO CHILDREN AND FAMILIES

Site _____ Classroom _____ Filled out by _____ Date _____

Address _____ Phone No. _____

| PERSONNEL | LIST INITIALS OF CHILDREN SERVED AND AGE AS OF 9/80 Initials | Age | EVALUATION PSS | DIAS | LIST OTHER EVALUATIONS | HANDICAPPING CONDITION IF KNOWN | AREAS OF CURRICULUM SERVICE: BAC Awareness | BAC Control | VPM Und. | VPM Exp. | LANG Und. | LANG Exp. | PART Self Org. | PART Social Skill | PARENT SERVICES F=Fully M=Moderate L=Little N=Not Involv |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TEACHER(S) | K.M. | 5.2 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| _____ | E.M. | 5.2 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| OTHER STAFF | G.O* | 5.5 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| _____ | E.Q | 5.7 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| _____ | C.R | 5.10 | ✓ | | | | ✓ | moved | | | | | | | N |
| _____ | S.R.* | 6.2 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| _____ | F.K | 5.9 | ✓ | | | | | moved | | | | | | | N |
| _____ | S.S. | 5.1 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| SPECIALISTS | S.S. | 6.2 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| _____ | A.S | 5.10 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | L |
| _____ (AREA) | G.T.* | 6.7 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N |
| _____ | M.Z.* | 5.7 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | M |
| _____ (AREA) | | | | | | | | | | | | | | | |
| _____ | | | | | | | | | | | | | | | |

Fill out one sheet per teacher or for each logical classroom or group unit.

1. List staff names and specialists involved (Speech and Language, Occupational/Physical therapist, Psychologists). Star (*) those who have participated in ERIN training in any way.
2. List initials of all children served. Mainstream settings, circle names of target children. Each target child must have a profile and IEP.

Shanna McVicar

# ERIN CLASS ASSESSMENT

## SUMMARY SHEET

| Child/Age | AT THE BEGINNING OF THE YEAR (a) Screening Results: Total PSS | Yrly Kinder Scrn Ref | Yrly Kinder Scrn Ref | (b) Percent D.D. EC %ile | DH %ile | MH %ile | (c) Cluster Scores: DAC %ile | VTM %ile | LANG %ile | | AT YEAR'S END: Total PSS Score | Age at Post. | Changes Noted | Exp. D: |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5.8 Cassie Tyler | 45 | 3 | 52.0 | | | | 3 | 5 | 1 | ↓ | Moved | DA | | DA |
| 5.5 Amy Reich | | 5 | | | | | | | | | | | | |
| 5.10 Beth Risch | 69 | 1c | 73.0 | | | | 5 | 5 | 3 | ↓ | 70 | 6.2 | 74.2 | 77.2 - 3 |
| 5.2 Sheryl Riggs | 44 | 3 | 53.8 | | | | 5 | 7 | 1 | ↓ | 72 | 5.9 | 76.6 | 59.8+16 |
| 5.11 Mandy Reuter | | | | | | | | | | | | | | |
| 5.11 Wayne Ressar | 47 | 3 | [illegible] | | | | 1 | 4 | 1 | ↓ | 64 | 6.7 | 8.3 | |
| 5.8 Lisa Riemer | | 8 | | | | | | | | | | | | |
| Jerod Frue | | 5 | | | | | | | | | | | | |
| 5.6 Richie Hutchins | | 8 | | | | | | | | | | | | |
| 5.1 Jason Krueger | * spec Ed | 50 | 20- | | | | 7 | 4 | 1 | | | | | |
| 5.0 Jeff Larimer | 52 | 3 | | | | | 4 | 7 | 1 | | 82 | 6 8 | 19.8 | |
| 5.11 Jon L. Lewis | | 5 | | | | | | | | | | | | |
| [illegible] Kira Nackl. | | 7 | | | | | | | | | | | | |
| 5.2 Elaine Nieburg | | 3 | | | | | 7 | 10 | 2 | | | | | |
| 5.5 Gabe Olson | | 4 | | | | | | | | | | | | |
| 5.7 Emily Quinn | | 7 | | | | | | | | | | | | |
| 5.10 Cheryl Ragan | | 9 | | | | | | | | | | | | |
| 5.2 Scott Rose | | 8 | | | | | | | | | | | | |
| 5.9 Frankie Reed | | 8 | | | | | | | | | | | | |
| 5.1 Sara Smith | | 4 | | | | | | | | | | | | |
| 5.2 Shana Sailer | | 5 | | | | | | | | | | | | |
| 5.10 Amy Stark | | 7 | | | | | | | | | | | | |
| 5.2 Gene Trevit | 42 | 1 | 50.4 | | | | 1 | 1 | 1 | | 58 | 6.5 | 61.6 | 52.4+9.. |
| 5.7 Mike Zeller | | 8 | | | | | | | | | | | | |

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ERIN LOG OF SERVICES TO CHILDREN AND FAMILIES

BEST COPY AVAILABLE

Site South Bend Classroom Pre-School Filled out by Merrilee Jenks Date

Address P.O. Box 437 Phone No. (206) 875-5707

| PERSONNEL | LIST INITIALS OF CHILDREN SERVED AND AGE AS OF 9/88 Initials | Age | EVALUATION PSS | DILS | LIST OTHER EVALUATIONS | HANDICAPPING CONDITION IF KNOWN | AREAS OF CURRICULUM SERVICE BAC Awareness | BAC Control | VPM Und. | VPM Exp. | LANG Und. | LANG Exp. | PART Self Org. | PART Social Skill | PARENT SERVICES F=Fully M=Moderate L=Little N=Not Invol |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TEACHER(S) | J.B.*# | 6.1 | X | X | no | D.D. | X | X | X | X | X | X | | | F |
| Pat Pearson | J.M.*# | 5.7 | X | X | no | D.D. | X | X | | | X | X | X | X | L |
| OTHER STAFF | J.D.*# | 5.10 | X | X | no | D.D. | | | | | X | X | X | X | F |
| | R.B.* | 5.9 | X | X | no | D.D. | | | X | X | | | X | X | M |
| Merrilee Jenks | M.N.*# | 5.2 | X | X | no | D.D. | X | X | | | X | X | | | L |
| JoAnn Yeaton | D.C.* | 5.5 | X | X | no | D.D. | | | | | X | X | X | X | N |
| | M.G.* | 5.6 | X | X | no | D.D. | | | | | X | X | X | X | N |
| | B.M.*# | 5.1 | X | X | no | D.D. | X | X | | | X | X | X | X | L |
| SPECIALISTS | E.T.*# | 6.2 | X | X | no | D.D. | | | X | X | | | X | X | L |
| Paula * | | | | | | | | | | | | | | | |
| C.D.S. (AREA) | T Gaw. | | | | | | | | | | | | | | |
| Dave # School Psychologist (AREA) | | | | | | | | | | | | | | | |

Fill out one sheet per teacher or for each logical classroom or group unit.

1. List staff names and specialists involved (Speech and Language, Occupational/Physical therapist, Psychologists). Star (*) those who have participated in ERIN training in any way.
2. List initials of all children served. Mainstream settings, circle names of target children. Each target child must have a profile and IEP.
3. Check subareas that children received curriculum support in. Circle subareas included in IEP.

ERIN LOG OF SERVICES

D.D.= Developmentally Delayed
CHILDREN AND FAMILIES

Site South Bend Classroom Pre-School Filled out by Merrilee Jenks Date

Address P.O. Box 432 Phone No. (206) 875-5707

| PERSONNEL | LIST INITIALS OF CHILDREN SERVED AND AGE AS OF 9/86 Initials | Age | EVALUATION PSS | DIIS | LIST OTHER EVALUATIONS | HANDICAPPING CONDITION IF KNOWN | AREAS OF CURRICULUM SERVICE BAC Awareness | BAC Control | VPM Und. | VPM Exp. | LANG Und. | LANG Exp. | PART Self Org. | PART Social Skill | PARENT SERVICES F=Fully M=Modurate L=Little N=Not Invol |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TEACHER(S) | [illegible]* | 3.10 | X | X | no | D.D. | | | X | X | X | X | X | X | L |
| Pat Severson | L.D.* | 4.3 | X | X | no | D.D. | | | | | X | X | X | X | L |
| OTHER STAFF | [illegible]* | 4.10 | X | X | no | D.D. | | | | | X | X | X | X | N |
| Merrilee Jenks | S.B.*# | 3.3 | X | X | no | D.D. | | | X | X | X | X | | | N |
| JoAnn Seaton | [illegible].B.*# | 3.3. | X | X | no | D.D. | X | X | | | X | X | X | X | L |
| | A.C.* | 5.6 | X | X | no | D.D. | | | | | X | X | X | X | N |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| SPECIALISTS | | | | | | | | | | | | | | | |
| Paula * | | | | | | | | | | | | | | | |
| C.O.S. (AREA) | 6 g.r. | | | | | | | | | | | | | | |
| Dave # School Psychologist (AREA) | | | | | | | | | | | | | | | |

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3. Check subareas that children received curriculum support in. Circle subareas included in IEP.

D - 134

135

ERIN CLASS[illegible]SSMENT for Pearson 3 district co-op

# SUMMARY SHEET

| Child/Age | AT THE BEGINNING OF THE YEAR (A) Screening Results: Total PSS | %ile Range | / if at risk | (B) Parent D.Q.: BC %ile | DH %ile | PH %ile | (C) Cluster Scores: BAC %ile | VPH %ile | LANG %ile | / | AT YEAR'S END: Total PSS Score | Age at Post | Changes Noted |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| J.B. 6.1 | 42 | 1 | X | | | | 1 | 2 | 1 | | 61 | 6.9 | 9.6 |
| J.M. 5.7 | 29 | 1 | X | 19 | 3 | 14 | 5 | 1 | 1 | | ----- | ----- | ---- |
| J.D. 5:10 | 48 | 1 | X | 17 | 1 | 6 | 4 | 5 | 1 | | 60 | 6.2 | 6.7 |
| R.B. 5,9 | 58 | 4 | X | | | | 7 | 1 | 9 | | 62 | 6.5 | -3.2 |
| M.N. 5.2 | 46 | 2 | X | | | | 4 | 7 | 4 | | ----- | ----- | ----- |
| D.C. 5.5 | 51 | 2 | X | | | | 2 | 8 | 1 | | 44 | 5.11 | -9.1 |
| M.G. 5.6 | 44 | 1 | X | | | | 6 | 4 | 1 | | 60 | 6.1 | 20.9 |
| B.M. 5.1 | 21 | 1 | X | | | | 1 | 2 | 1 | | 38 | 5.8 | 4.2 |
| E.T. 6.2 | 56 | 2 | X | | | | 6 | 5 | 6 | | 71 | 6.4 | 14.0 |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| G.R. 3.10 | 29 | 1 | X | | | | 1 | 1 | 1 | | 43 | 4.6 | 11.6 |
| L.D. 4.3 | 21 | 1 | X | | | | 1 | 1 | 1 | | 19 | 4.11 | 9 |
| M.K. 4.10 | 16 | 1 | X | | | | 2 | 1 | 1 | | 10 | 5.2 | -5.5 |
| S.R. 3.3 | 16 | 1 | X | | | | 5 | 2 | 1 | | 32 | 3.11 | 2.5 |
| M.G. 3.3 | 11 | 1 | X | | | | 2 | 2 | 1 | | 31 | 3.10 | 5.7 |
| A.C. 5.6 | 23 | 1 | X | | | | 1 | 1 | 1 | | 42 | 6.1 | 6.3 |

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ERIN LOG OF SERVICES TO CHILDREN AND FAMILIES

BEST COPY AVAILABLE

Site Pioneer Classroom Develop. Handi. Filled out by E. Mallgren Date

Address Phone No.

| PERSONNEL | LIST INITIALS OF CHILDREN SERVED AND AGE AS OF ~~Fall~~ | | EVALUATION | | | HANDICAPPING CONDITION IF KNOWN | AREAS OF CURRICULUM SERVICE | | | | | | | | PARENT SERVICES F=Fully M=Moderate L=Little N=Not Involved |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | BAC | | VPM | | LANG | | PART | | |
| | Initials | Age | PSS | DIIS | LIST OTHER EVALUATIONS | | Awareness | Control | Und. | Exp. | Und. | Exp. | Self Org. | Social Skill | |
| TEACHER(S) | B.V.* | 4.6 | ✓ | ✓ | Myers-Bolt | D.H. | ✓ | (✓) | (✓) | (✓) | (✓) | (✓) | ✓ | ✓ | N |
| | S.C. | 4.11 | ✓ | ✓ | Standard Piece | D.H. | (✓) | (✓) | (✓) | (✓) | ✓ | ✓ | (✓) | ✓ | N |
| OTHER STAFF | T.V.* | 3.6 | ✓ | ✓ | " | D.H. | (✓) | ✓ | ✓ | (✓) | (✓) | (✓) | (✓) | (✓) | N |
| | L.H. | 5.3 | ✓ | ✓ | " | D.H. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | B.B.* | 4.1 | ✓ | ✓ | Myers Bolt | D.H. | (✓) | (✓) | (✓) | (✓) | (✓) | (✓) | ✓ | ✓ | |
| | D.I.* | 6.4 | ✓ | ✓ | | D.H. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | | | | | | | | | | | | | | | |
| | +3 came in late spring | | | | | | | | | | | | | | |
| SPECIALISTS | | | | | | | | | | | | | | | |
| Maureen Hirsch* | | | | | | | | | | | | | | | |
| Speech (AREA) | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| (AREA) | | | | | | | | | | | | | | | |

Fill out one sheet per teacher or for each logical classroom or group unit.

1. List staff names and specialists involved (Speech and Language, Occupational/Physical therapist, Psychologists). Star (*) those who have participated in ERIN training in any way.
2. List initials of all children served. Mainstream settings, circle names of target children. Each target child must have a profile and IEP.

...curriculum support in. Circle subareas included in IEP.

# ERIN CLASS ASSESSMENT

## SUMMARY SHEET

| Child/Age | AT THE BEGINNING OF THE YEAR (A) Achievement Results: Total PSS | %ile Range | ✓ if at risk | (B) Parent D.O.: RC %ile | DH %ile | MH %ile | (C) Cluster Scores: BAC %ile | VIH %ile | LANG %ile | ✓ | AT YEAR'S END: Total PSS Score | Age at Post | Changes Noted | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BV 4.6 | 16 | 1 | ✓ | — | — | — | 3 | 2 | 1 | ✓ | 34 | 5.2 | 3.7 | |
| S.C 4.11 | 33 | 1 | ✓ | — | — | — | 3 | 2 | 3 | ✓ | 52 | 5.7 | 4.8 | |
| T.V. 3.6 | 18 | 1 | ✓ | — | — | — | 4 | 2 | 1 | ✓ | 41 | 4.3 | .5.5 | |
| L.H. 5.3 | 32 | 1 | ✓ | — | — | — | 6 | 1 | 1 | ✓ | 65 | 5.11 | 17.8 | |
| B.B 4.1 | 30 | 1 | ✓ | — | — | — | 1 | 1 | 1 | ✓ | 49 | 4.10 | 14.2 | |
| S.T 6.4 | 34 | 1 | ✓ | — | — | — | 1 | 4 | 1 | ✓ | 65 | 6.11 | 18.3 | * |

Used younger norms

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LOG OF SERVICES TO CHILDREN AND FAMILIES

Site Grapeview Elem. Classes Regular Kindergarten Filled out by Terry Hughes Date 5-10-90

Address P.O Box 108, Grapeview WA 98546 Phone No. 206-426-4321

| PERSONNEL | LIST INITIALS OF CHILDREN SERVED AND AGE AS OF 2/91 Initials | Age | EVALUATION PSS | EVALUATION DHS | EVALUATION LIST OTHER EVALUATIONS | HANDICAPPING CONDITION IF KNOWN | AREAS OF CURRICULUM SERVICE PAC Awareness | PAC Control | VPM Und. | VPM Exp. | LANG Und. | LANG Exp. | PART Self Org. | PART Social Skill | PARENT SERVICES F=Fully M=Moderate L=Little N=Not Invol |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TEACHER(S) | CH | 5.0 | ✓ | ✓ | | | | | | | | | | | M |
| Terry Hughes | KH | 5.0 | ✓ | ✓ | | | | | | | | | | | M |
| OTHER STAFF | SB | 5.1 | ✓ | ✓(chart) | | | | | | | | | | | L |
| | JB | 5.0 | ✓ | ✓(chart) | | | | | | | | | | | N |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| SPECIALISTS | | | | | | | | | | | | | | | |
| Maureen Beach CDS (AREA) | | | | | | | | | | | | | | | |
| Dave Greaves Psych. (AREA) | | | | | | | | | | | | | | | |

Fill out one sheet per teacher or for each logical classroom or group unit.

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2. List initials of all children served. Mainstream settings, circle names of target children. Each target child must have a profile and IEP.

# ERIN CLASS ASSESSMENT

## SUMMARY SHEET

| Child Age | AT THE BEGINNING OF THE YEAR (A) Screening Results: Total PSS | %ile Ranking | # of at risk | (B) Parent D.C.: PC %ile | DH %ile | MH %ile | (C) Direct Observation: DAC %ile | VFM %ile | CASK %ile | AT YEAR'S END: Total PSS Score | Age at Post | Changes Noted |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Christine Harding | 17 | 1 | 37.5 | | | | | | | 27 | 1 | 42.5 |
| Kimberly Harding | 15 | 1 | 36.5 | | | | | | | 35 | 1 4-5 | 8.5 |
| Jessie | 45 | 1 | 52.6 | [illegible] | | 5-1 | | | | | | |
| Sabrina | 62 | 5 | 65.5 | | | | | | | | | |
| Christine 5.2 | 10/22/81<br>8/22/76 | | | | | 1/=<br>5/=0 | 1/52<br>5.5 | | | | | |

Eng. 04 D
39.3 3
+ 8.-
38.3



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# ESD 113 PROGRAM EVALUATION SUMMARY

**Topic/Presentation Title:** ERIN

**Presenters:** Marian & Peter Hainsworth

**Location:** ESD 113

**Date of Workshop:** 9/12,13,14/90

**Clock Hours:** n/a

**University:** n/a

**Number of Credits:** n/a

**Participants by Job Title/Position:**

| | | | | | |
|---|---|---|---|---|---|
| 1 | CDS | 2 | Sp. Ed. Teacher | 1 | Reg. Ed. Teacher |
| 8 | Preschool Teacher | 0 | Psychologist | 0 | Social Worker |
| 0 | OT | 0 | PT | 0 | Parent |
| 1 | Special Ed. Admin | 0 | General Admin. | 4 | Paraprofessional |
| 1 | Other | | | | |

**Number of People Completing Evaluation Forms:** 18

**Number of People Participating in the Session (if known or different from above):** 19

| *Program* | Strongly Agree | Agree | Disagree | Strongly Disagree | Average |
|---|---|---|---|---|---|
| 1. The program had adequate, clearly identifiable goals. | 16 | 2 | 0 | 0 | 3.89 |
| 2. Program met my expectations in terms of its stated goals. | 13 | 5 | 0 | 0 | 3.50 |
| 3. Content was appropriate to the amount of time allowed. | 11 | 5 | 2 | 0 | 3.71 |
| 4. Assignments were appropriate. (when applicable) | 12 | 5 | 0 | 0 | 3.72 |
| 5. Physical facilities were suitable for activities. | 10 | 7 | 1 | 0 | 3.50 |
| 6. Written materials were of high quality and suitable for the program. | 15 | 2 | 0 | 0 | 3.88 |
| ***Instructor*** | | | | | |
| 7. The instructor was organized and prepared. | 15 | 3 | 0 | 0 | 3.83 |
| 8. The instructor had a throrough knowledge of the subject. | 17 | 1 | 0 | 0 | 3.94 |
| 9. The instructor used effective teaching strategies. | 13 | 3 | 2 | 0 | 3.61 |
| 10. There was an opportunity for interaction among participants. | 14 | 4 | 0 | 0 | 3.78 |



A 11

11. **Strengths of this program:**

Packets well organized; 20 years of condensed practical experience; knowledge and experience of presenters; taught the subject to the participants, not them; wonderful integration curriculum, philosophy, theory C assessment; good program, well planned lots of ideas; well organized, made participants feel comfortable, taught all levels, management system of ERIN and the presenters' knowledge and experience; very well organized; making materials to take back to our classrooms to use; hands on make it/take it; it gave us materials to use in our classroom; organization; set goals and objectives; excellent management of materials and delivery.

12. **Suggestions for improvement:**

Too much expensive time used for coloring - colored printing can't be that expensive; somehow reduce overload; specific skills could be in various modes, I happen to learn from top to bottom, they were done from bottom to top; theory related to experience; update audio visuals; longer time frame or one area at a time, alot of information.

13. **Other comments:**

The teachers were very professional and well organized; thank you; good workshop; theory is wonderful; thanks to everyone who made this possible for so many teachers, it will benefit over 400 children.